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ABSTRACT

This practicum report deals with the development and implementation of a nongraded program of instruction in the primary levels of a public school. Progam activity, from the initial informational and planning phases, through development and implementation, and, finally, to postprogram assessment, is the subject and substance of the report. The program was carried on in response to a board of education mandate, and the activities were planned to overcome teacher resistance and indifference toward movement away from a traditional, graded organization. A high level of staff participation, with direct responsibility for sharing in program development, implementation, and assessment activity, was recognized as being of paramount importance if there were to be significant changes in teacher attitudes and program outcomes. To the degree possible, all stated objectives of the program were satisfactorily met. (Author/IRT)

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# DEVELOPMENT AND IMPLEMENTATION OF A NON-GRADED ORGANIZATION IN AN ELEMENTARY SCHOOL

Submitted in Partial Fulfillment of
the Requirements for the Degree
of Doctor of Education

Nova University

By

Bruce E. Troutman

October, 1975

EA 008 069

Chicago Cluster
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Maxi II Practicum

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# PREFACE

This practicum report deals with the endeavor of a Chicago school principal who was engaged in the development and implementation of a non-graded program of instruction in the primary levels of a public school. Program activity, from the initial informational and planning phases, through development and implementation, and finally, to post program assessment, is the subject and substance of the report.

Program development and implementation was carried on in response to Board of Education mandate regarding the initiation of continuous progress programs of instruction in the elementary schools of the City of Chicago. Practicum activity in the local school was planned to overcome teacher resistance and indifference toward movement away from a traditional, graded organization.

Teaching staff had been exposed in years prior to the practicum period to directives and a limited amount of materials related to continuous progress programs. There was little, if any, observable effort to comply in moving away from the graded concept. In fact, as determined from direct staff conferences, discussions with individual teachers, classroom observation, and comments from parents, classroom teachers, and auxiliary staff, continuous progress as an organizational and instructional reality, was non-existent. Experienced, traditionally oriented teachers had rejected the concept.

The reason for adopting the concepts and procedures of non-gradedness as a means of compliance with Board directive was that it was recognized by the writer that, if successful in program development and implementation, the local school would be responsible for its own program modification. It was thought that staff involvement and responsibility for participating would result in more than merely complying, or reporting compliance, and that in fact there would be significant positive change in the instructional program provided for our clients. Staff could claim credit for being agents of genuine change rather than perfunctory followers of directives. Continued staff support would not have been possible without staff being an integral part of the total process, and non-gradedness allowed for such input.

A high level of staff participation, with direct responsibility for sharing in program development, implementation, and assessment activity, was recognized as being of paramount importance if there was to be significant changes in teacher attitudes and program outcomes. For that reason much attention was given to teacher group and committee endeavor. In planning for staff input throughout the practicum period a concerted effort was made to provide opportunity for collaborative staff activity.

Involvement of many persons made this project possible. The district superintendent, fellow district administrators, teaching staff, individual parents and parent groups, outside resource persons, and last, but not least, the children of the primary level classes, all contributed in significant ways to the outcomes of this endeavor.

Critical to an assessment of the activity described herein is the implication for long term effect, in a positive sense, in the school where the project was carried out, and in other Chicago schools. That there has been an extension of the non-graded program to higher levels in the school is a matter of record. The real impact of what has taken place will not be known during this school year or the next, for evaluation of the program, in terms of how it benefits the students, necessarily will have to be concerned with more than teacher and parent attitudes, or achievement scores. How children relate to the school setting, and how they perceive the school to relate to them as there is movement toward increased individualization of instruction, both are variables which must be considered.

The writer has, during the practicum, advised fellow administrators of the varied activities of the endeavor, and will continue to do so. Other schools in the district are in various stages of similar program implementation. A continual sharing of experiences, ideas, and resources should be beneficial for all involved, including the writer.

It is not possible to acknowledge all who contributed to the direction and success of this endeavor, for so many assisted in a great variety of ways. However, without the interest and cooperation of Mr. Frank W. Thomson, District Superintendent, the practicum would not have been possible. Grateful appreciation is also given to Mr. Murray Heyert, Associate in Practicums, and Dave Flight, Practicum Reviewer, of Nova University, for their observations and suggestions. I am also indebted to Dr. Virginia C. Lewis, Chicago Cluster Coordinator, who through the course of this and other practicums has been most supportive, offering critical and useful comment and suggestion.

# INTRODUCTION

The location of the Chicago public school where the activity of this Maxi II Practicum was carried out is in the Southwest area of the city. The grade level offering is kindergarten through eight, with the extension of grades seven and eight having been accomplished in the school years 1973-1974 and 1974-1975. The facility is comprised of an older building housing kindergarten and primary level classes and an annex building which was constructed and occupied in the Fall of 1973. The annex building houses intermediate and upper level classes, as well as a material center, a library, staff planning rooms, offices, a lunchroom, and an all-purpose room.[1]

The community served is predominately white and would be classified socio-economically in the lower to lower-middle ranges. Blue and white collar workers make up the majority of the working force, with a large segment of the population employed by the city in a variety of civil service positions. Most of the homes are moderately priced brick single family dwellings, and the adult community occupying them engages in a high level of involvement in civic, social and church related activity.

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[1] Troutman, Bruce E., "Modification of the Instructional Program in an Elementary School," (unpublished Midi Practicum, National Ed.D. Program for Educational Leaders, Nova University, 1974), p. 15.

Total staff serving in the school numbers twenty-three. The average length of service for teachers exceeds fourteen years. The principal has been an administrator for ten and one-half years, eight of which were in the principalship, with the last two and one-half as principal at the school in which the Maxi II Practicum was carried out.

## Background Information

In 1963 the Chicago Board of Education adopted as its official policy the Continuous Progress Development Primary Program. Guidelines were published and school staffs were to work together in establishing said programs for their own students. In 1971 a Continuous Progress Program Writing Committee published, through the Department of Curriculum, a booklet of in-service materials. The forward of that booklet, authored by the General Superintendent of Schools, indicated an awareness that there were variations of program and approach within some of the elementary schools of the city, that some were existing with difficulty, and that in some schools programs had not been developed.

The reality of the situation at that time was that in fact there was only a limited number of schools in Chicago which had attempted to develop their own programs, and the success they had enjoyed was minimal. This was due to the conflict between mandated Board policy and lack of supportive action. Pupil accounting procedures, reports of pupil progress, lack of developmen of appropriate materials and correlation to the curriculum guides, no provision for in-service training for administrative and teaching staff, and other contributing factors made the task of program development difficult and extremely time consuming.

During the 1973-74 school year much positive action was taken by the Department of Curriculum and the Board of Education which was to lead to development of continuous progress-mastery learning programs in all of the elementary schools in Chicago. This included the development of new reading curriculum guides through various levels, compulsory correlation of publishers' materials to these guides, reading and math mastery record cards for individual students, and funding for limited in-service training for lead teachers and principals from all schools. Additionally, new reporting systems were developed for pupil accounting, and new reports of pupil progress (report cards) were developed.

Schools were then instructed to get on with the job. For the 1974-75 school year all schools were to implement programs and to report progress being made to District and Area levels.

The state of affairs at the onset of the 1974-75 school year, as reported by fellow building principals in my school district, and others from throughout the city, was that in many cases only lip service was being given to program development. Some administrators indicated that although pupil reporting procedures being followed indicated compliance with directives regarding Continuous Progress, traditional lock step graded organizations were in many cases the way schools in actuality were still functioning.

Past transfer and assignment policies of the Chicago Board of Education have resulted in the teaching staffs of the District schools having, on the average, many more years of experience than is found throughout the city, and most of these years have been spent by staff in their current assignments. The same is true of the principals in the district. This is one of the underlying, but significant, reasons for the failure of the schools to really get down to complying with Board policy regarding the implementation of Continuous Progress in the schools of the district. The prevailing attitude is that the traditional, graded organizations have resulted in satisfactory levels of pupil achievement. District scores are well above city norms and in years past when tests were standardized with national population samples, they were much higher than most Chicago schools and districts.

The teachers of the district are generally quite traditional in their philosophy and methodology, and are resistant to change. Many principals have the same feelings, for their positions have been relatively comfortable and there has been very little threat or clamor from their communities regarding administration of the schools, program innovation, or learning outcomes.

The problem of new program development and implementation is further compounded by the laissez-faire attitude of parents and parent groups. There has been vocal and organized action in some of the district's school communities in opposition to policy and directive from Board personnel which might result in existing educational program modification.

The logic or recognition and acceptance of concepts relative to humanization and eventual individualization of instruction has been missed by many of our administrative staff, teachers, and people in our school communities.

As part of the local school staff effort made in order to gain a more clear perspective of how we were currently functioning, as well as for the purpose of acquiring an understanding of what potential or possibility there was for program modification which could result in increased educational opportunity for our clients, teachers were actively involved in a review of pertinent literature.

A review of a portion of that literature, and how it related to our practicum development, can be found in the appendix.

## STATEMENT OF THE PROBLEM

The endeavor of this practicum has been the development and implementation of a non-graded program of instruction in an elementary school. This necessarily included a reorientation of local school administrative policies in various areas of school management: basic educational philosophy of administrative and teaching staff; the organization of curriculum and instructional program; acquisition of appropriate instructional materials; revision of methods of pupil accounting and evaluation; appropriate in-service training; and a concerted effort to inform and involve parents in the program.

The non-graded program effort has been restricted to the kindergarten and primary level classrooms, with instructional modification primarily in the areas of reading and mathematics. One hundred eighty-five children have been involved in the non-graded program during the project period. It is likely that there will be, as an outgrowth of the practicum, an extension of the non-graded program in the intermediate and upper grades during the coming school year.

One of the purposes of the practicum was to share the experiences of staff and administration during the practicum with fellow building administrators in the District, and to make possible their input. Other schools are to be moving in the direction and effort taken during this endeavor. A familiarity with our experiences and the recommendations staff at the school can make for other District schools may be of value as they proceed in the coming year in the development of their non-graded programs.

## OBJECTIVES

The following objectives were developed as a result of early practicum planning activity, and program needs as identified by participating staff. They have, as a result of study and review, and for the purposes of clarity and evaluation, been modified somewhat, but remain essentially the objectives which were identified in the original practicum proposal.

> Staff will cooperatively develop a guiding philosophy regarding non-graded instruction.
>
> Staff will be engaged in planning and responding to indicated program needs.
>
> Parents will be involved in program development, in the selection of instructional materials, and will be kept informed as to program progress and outcome.
>
> Staff will be involved in on-going in-service program throughout period of practicum, and will be kept informed of current information related to aspects of program evaluation.

Curriculum plans and modification will be articulated with staff directly involved and those in subsequent school levels.

Procedures will be developed and implemented for pupil placement not based on age or year in school, but on level of maturity, readiness, and achievement.

There will be more flexibility in meeting the educational needs of individual pupils.

Procedures for articulating pupils new to the school into the non-graded program will be more carefully refined and implemented.

Auxiliary staff will directly participate and contribute to the practicum undertaking through modification of programs and time distribution.

There will be greater use and sharing of instructional materials, equipment, and facility by classes involved in program.

Necessary progress report forms, organization charts, reports to parents and other appropriate forms will be developed.

Reading and arithmetic achievement gains of participating pupils will be equal to, or will exceed the level of gain for the preceeding nine month instructional period.

As a result of more careful teacher attention and observation of pupil performance and behavior there will be an increase in the number of case studies, referrals, and resulting individual pupil evaluations.

There will be a positive attitudinal change on the part of parents and staff regarding development and implementation of a non-graded program of instruction.

9

Nongradedness, as used in this report, is a belief or a philosophy of education which accepts the concept that children continually progress at varying rates, which totally removes grade level designations as part of the effort to provide flexibility in pupil groupings, which will promote and enhance the teacher's role in providing for the individual needs of students, and which is intended to remove or decrease the problems of nonpromotion and acceleration of pupils.

To the extent organizationally possible, children are to be taught individually, each one being advanced as far and as rapidly as circumstances permit, considering only the progress of the individual child, and without regard to the rate of achievement of other students.

It is an organizational device which should permit us to accomplish all of the positive outcomes of a graded system, without the negative aspects which mitigate against psychologically sound learning processes. It is based on the theory that the best pupil learning and teacher teaching take place when superficial and unreasonable barriers are removed.

This report will reflect that the non-graded program organizationally is not in conflict with established levels found in the Board of Education's Continuous Progress Program. The concept of "levels" is inherent in all non-graded programs, as is the removal of any and all grade designations. Figure 2 of this report is a chart which reflects corresponding levels for the then existing organization, the levels as identified in the Continuous Progress Program, and levels which are a part of the reading program which was adopted as part of the non-graded program.

Chicago public schools are obliged to use the same reporting instrument, called a Report of Pupil Progress, (commonly referred to as a report card) in reporting pupil progress to parents on a quarterly basis. This report reflects continuous progress levels. These levels are reflected in Figure 1.

Student mastery levels in reading and math are identified in Board of Education curriculum guides, and are recorded on mastery skill cards. These cards reflect the continuous progress levels.

Our concept of nongradedness and the program which was developed is similar to the continuous progress concept and organization, and necessarily so because of reporting and recording procedures. It was our intention to accept and integrate what we were doing into the schema of continuous progress, but with the removal of the designations of primary I, II, and III.

The numbered levels of the reading program are those which were identified by the publisher. They serve only as a point of reference, and are correlated to the identified levels of the non-graded organization.

In taking upon the task of this practicum we were able to become actively involved in development, rather than accepting an organization which had been prescribed, and for which we might report that we were complying with directives.

## NEEDS ASSESSMENT

Prior to submitting the original practicum proposal I conferred with the superintendent of the district. He was made aware of the objectives and proposed activity of the project, both in relation to the proposed involvement of staff and parents at the local school, and the value of such an undertaking at the district level. With his approval assessment instruments were designed which would identify needs, understandings, and concerns of fellow principals, teaching staff, and parents. Further, an understanding was reached whereby opportunity would be provided for me to report and share the experiences of the practicum effort through its developmental, on-going, and concluding stages with principals of the other twenty-one elementary schools in the district. Said activity was to take place at monthly administrative meetings. There was also mutual agreement regarding an administrative staff development meeting which would be held at the conclusion of the practicum and the current school year, at which time I could report in written and oral form of the outcomes of the program. I was to develop recommendations, based upon the outcomes of the practicum, regarding the implementation of non-graded programs of instruction in other elementary schools of the district.

The attitudes and feelings fellow district school administrators, participating staff at the local school, and parents of children who were to be involved in the project, were necessarily thought to be of significance and would have to be considered during both program development, through the on-going stages, and in assessing the endeavor.

## Staff Attitudes and Concepts Survey

In order to identify areas of concern and the need for greater insight and understandings on the part of staff an Attitudes and Concepts Survey form was developed during the early stages of the project. The purpose of the instrument was to gain some measure of attitudes and understandings of staff relative to a non-graded program of instruction, both during the formative stages of the program and again at the conclusion of the practicum period. Responses were to be considered in program development activity and in assessing anticipated staff attitudinal changes which might result as a consequence of direct staff involvement.

## Parental Survey

Parent understanding, cooperation, and support was recognized as being of extreme importance to the success of a non-graded program of instruction. Mention has already been made of generally prevailing attitudes of the parent/community regarding less than traditional graded organization of schools in the community.

Cooperative and successful working relationships between the principal, parents, and parent organizations, in working toward the acquisition of a facilities annex and the development of a volunteer program, made less complicated the many tasks necessary in getting parents and groups involved in this practicum.

A committee of parents and the principal, after preliminary orientation and informational meetings, developed a survey form which dealt with many aspects of the modification of the instructional program. The form was constructed in a manner which would permit pre and post practicum responses from parents, and which would allow them to make specific and general responses to questions dealing with various areas of the program. Further, parents could give indication regarding their feelings about the quality of instruction and suggestions for improvement, both in specific areas and in general. A comparison of parental pre and post responses was to be part of the total evaluation design for the practicum. It was anticipated that there would be reflected greater parental understanding and support for a program of non-graded instruction at the conclusion of the program.

## District Survey

Upon being granted project approval by the district superintendent, but preliminary to formal submission of the Practicum Proposal to Nova University, I met with a committee of fellow district principals. The purpose of the meeting was to allow me an opportunity to acquaint them with the proposed project, to familiarize them with tentative plans, and to gain their input regarding suggestions for program development and an identification of their concerns. From this meeting came many of the questions which later became part of the District Administrator's Survey.

## Survey Findings

The results of the various surveys were very helpful in determining areas of concern and program direction. It became quickly obvious that there was

FIGURE A 1

## NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION STAFF ATTITUDES AND CONCEPTS SURVEY

1. Non-graded instruction permits more individualization of instruction than does a traditional graded organization.

2. Ability, maturity, and experience are factors which determine levels of readiness for each pupil and are unique for that person.

3. The uniqueness of the individual pupil which contributes to his learning rate makes necessary the provision for individual progression.

4. Performance results on I. Q. tests should be a prime consideration when considering proper placement of pupils.

5. A non-graded program of instruction necessarily means more work for the classroom teacher.

6. A non-graded program can remove the stigma of failure or non-promotion for the student.

7. Non-graded instruction, if implemented, should be provided in all major curriculum areas.

8. Staff can reach general agreement regarding what constitutes mastery, and when a child should progress from one level to another.

9. A non-graded organization should focus on the grouping of students according to their individual reading ability.

10. There must be general agreement among staff members regarding an acceptable philosophy relative to non-graded instruction if such a program is to be successful.

11. Non-graded instruction will make little difference in educating our clients, it is their basic ability, attitudes, and motivation which will determine their degree of success.

12. Experiencing success is critical to learning, and more individualized instruction can increase opportunities for these experiences.

13. Careful and effective individual diagnosis of pupil ability is prerequisite to proper grouping for non-graded instruction.

14. Our school presently has the resources, facilities, personnel, materials, and equipment necessary for the development and implementation of a non-graded program.

15. Present recording procedures are satisfactory for a non-graded program.

16. Parents can successfully be involved in a non-graded program of instruction, provided they are kept informed of objectives, and outcomes.

17. Staff should share in an on-going assessment of non-graded program activity.

Responses FIGURE A1 Continued

| N = 21 | A<br>Strongly Agree | | B<br>Agree | | C<br>No Opinion | | D<br>Disagree | | E<br>Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| Statement | N | % | N | % | N | % | N | % | N | % |
| 1 | 2 | 10 | 4 | 19 | 13 | 62 | 1 | 5 | 1 | 5 |
| 2 | 19 | 90 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 7 | 33 | 11 | 52 | 1 | 5 | 1 | 5 | 1 | 5 |
| 4 | 3 | 14 | 9 | 43 | 2 | 10 | 4 | 19 | 3 | 14 |
| 5 | 2 | 10 | 15 | 71 | 2 | 10 | 2 | 10 | 0 | 0 |
| 6 | 3 | 14 | 7 | 33 | 2 | 10 | 5 | 24 | 4 | 19 |
| 7 | 0 | 0 | 1 | 5 | 4 | 19 | 10 | 48 | 6 | 28 |
| 8 | 4 | 19 | 14 | 67 | 1 | 5 | 2 | 10 | 0 | 0 |
| 9 | 5 | 24 | 13 | 62 | 1 | 5 | 1 | 5 | 1 | 5 |
| 10 | 5 | 24 | 12 | 57 | 1 | 5 | 2 | 10 | 1 | 5 |
| 11 | 3 | 14 | 8 | 38 | 3 | 14 | 4 | 19 | 3 | 14 |
| 12 | 3 | 14 | 11 | 52 | 2 | 10 | 3 | 14 | 2 | 10 |
| 13 | 6 | 29 | 13 | 62 | 1 | 5 | 1 | 5 | 0 | 0 |
| 14 | 2 | 10 | 6 | 29 | 2 | 10 | 7 | 33 | 4 | 19 |
| 15 | 1 | 5 | 3 | 14 | 2 | 10 | 11 | 52 | 4 | 19 |
| 16 | 2 | 10 | 8 | 38 | 4 | 19 | 4 | 19 | 3 | 14 |
| 17 | 6 | 29 | 9 | 43 | 1 | 5 | 3 | 14 | 2 | 10 |

## FIGURE A1 Continued

## NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION STAFF ATTITUDES AND CONCEPTS SURVEY

18. The basal and supplemental reading materials currently in use are adequate for identifying levels of pupil mastery.

19. Procedures for articulating pupils new to the building into a non-graded program of instruction are of great importance.

20. Implementation of a non-graded program should be school-wide.

21. Implementation of non-graded instruction can be accomplished through the grades, but should first be introduced in the primary grades.

22. Non-graded instruction should, during initial implementation, be provided primarily in reading and arithmetic.

23. Only classroom teachers should be involved in program development and implementation.

24. Administration, classroom teachers, auxiliary staff, teacher-aides, and volunteers should be involved in program development and implementation.

25. A program of non-graded instruction will necessitate greater sharing of instructional materials, equipment, and facility.

26. Non-graded instruction will make me more of a program manager and detract from my personal perception of a classroom teacher.

27. The use of evaluation data recorded by other teachers should probably be used if the program is to be successful.

28. We will have to carefully evaluate our feelings and modify some of our basic attitudes if we are to successfully implement a program of non-graded instruction.

29. Non-graded instruction will result in increased movement of pupils from group to group and to other rooms, resulting in a lack of continuity of instruction.

30. Non-graded instruction may lead to more performance accountability for teaching staff.

31. It is the individual classroom teacher's responsibility to provide the best possible instructional program.

32. Successful implementation of a non-graded program of instruction is the direct responsibility of the principal.

33. There must be staff acceptance regarding a continuum of skills at various levels for students in such a program.

## FIGURE A1 Continued

| Responses<br>N = 21 | A<br>Strongly Agree | | B<br>Agree | | C<br>No Opinion | | D<br>Disagree | | E<br>Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| Statement | N | % | N | % | N | % | N | % | N | % |
| 18 | 1 | 5 | 4 | 19 | 2 | 10 | 10 | 48 | 4 | 19 |
| 19 | 4 | 19 | 14 | 67 | 1 | 5 | 2 | 10 | 0 | 0 |
| 20 | 1 | 5 | 3 | 14 | 2 | 10 | 10 | 48 | 5 | 24 |
| 21 | 3 | 14 | 7 | 33 | 2 | 10 | 5 | 24 | 4 | 19 |
| 22 | 4 | 19 | 8 | 38 | 2 | 10 | 5 | 24 | 2 | 10 |
| 23 | 0 | 0 | 3 | 14 | 0 | 0 | 15 | 71 | 3 | 14 |
| 24 | 4 | 19 | 12 | 57 | 1 | 5 | 3 | 14 | 1 | 5 |
| 25 | 2 | 10 | 13 | 62 | 4 | 19 | 1 | 5 | 1 | 5 |
| 26 | 3 | 14 | 11 | 52 | 2 | 10 | 2 | 10 | 3 | 14 |
| 27 | 3 | 14 | 12 | 57 | 1 | 5 | 3 | 14 | 2 | 10 |
| 28 | 7 | 33 | 9 | 43 | 0 | 0 | 2 | 10 | 3 | 14 |
| 29 | 1 | 5 | 14 | 67 | 3 | 14 | 2 | 10 | 1 | 5 |
| 30 | 2 | 10 | 12 | 57 | 4 | 19 | 2 | 10 | 1 | 5 |
| 31 | 8 | 38 | 9 | 43 | 0 | 0 | 2 | 10 | 2 | 10 |
| 32 | 2 | 10 | 5 | 24 | 2 | 10 | 8 | 38 | 4 | 19 |
| 33 | 4 | 19 | 9 | 43 | 2 | 10 | 5 | 24 | 1 | 5 |

FIGURE A1 Continued

## NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION STAFF ATTITUDES AND CONCEPTS SURVEY

34. A complete removal of grade levels is necessary and desirable.

35. Teachers should be involved in the planning and conducting of in-service meetings.

36. Non-graded instruction necessarily implies an increase in the amount of pupil testing.

37. A non-graded program will result in more of my time being taken for record keeping activity.

38. I support the concept of non-graded instruction and would realistically and honestly become involved in working toward the success of such a program.

39. Non-graded instruction, as I view it, is neither feasible, practical, or desireable.

Responses FIGURE A1 Continued

| N = 21 | A<br>Strongly Agree | | B<br>Agree | | C<br>No Opinion | | D<br>Disagree | | E<br>Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| Statement | N | % | N | % | N | % | N | % | N | % |
| 34 | 1 | 5 | 3 | 14 | 3 | 14 | 6 | 29 | 8 | 38 |
| 35 | 1 | 5 | 5 | 24 | 2 | 10 | 9 | 43 | 4 | 19 |
| 36 | 5 | 24 | 13 | 62 | 0 | 0 | 1 | 5 | 2 | 10 |
| 37 | 7 | 33 | 12 | 57 | 1 | 5 | 1 | 5 | 0 | 0 |
| 38 | 3 | 14 | 8 | 38 | 0 | 0 | 8 | 38 | 2 | 10 |
| 39 | 3 | 14 | 7 | 33 | 5 | 24 | 4 | 19 | 2 | 10 |

(Note: Per cent does not equal 100
in all cases due to rounding)

much apprehension, lack of understanding, anxiety, and a significant amount of resistance to the concept of a non-graded program of instruction.

Staff Response:

Staff responses to questions dealing with the impact of a non-graded program on their individual attitudes, positional responsibilities, and performance, indicated that teachers were not necessarily in support of program modification. There was general agreement that teachers would have to work harder, that they would spend more time in program management, that increased movement of children would detract from program continuity, and that non-graded instruction might lead to more performance accountability for teaching staff. Further, staff responses indicated disagreement with the concept that a complete removal of grade level designations is necessary and desirable, and that teachers should be involved in the planning and conducting of in-service meetings. Teachers were almost unanimous in indicating that more of their time would be spent for record keeping activity.

Statements dealing with students, and how best to meet their individual needs, found staff generally in agreement. The only statement which found a high percent of respondents (90%) strongly agreeing was the second one on the survey, which said that ability, maturity and experience are factors which determine levels of readiness for each pupil and are unique for that person. Teachers agreed that the learning rate of the individual makes necessary the provision for individual progression, and that non-graded organization should focus on the grouping of students according to their individual reading ability. They also indicated that the basal and supplemental reading materials currently in use were not adequate for identifying levels of mastery, and that implementation of a non-graded program should not be initially attempted on a school wide basis.

In responding to statements dealing with procedural aspects of a non-graded program teachers were somewhat consistent in their views. Surprisingly, a majority indicated that results on IQ tests should be a prime consideration when determining proper placement of pupils. This contrasts with the very high percent who indicated that individual ability, maturity, and experience are the factors which determine levels of readiness. More teachers had no opinion (thirteen of twenty one respondents) when responding to the first statement than in responding to any of the other thirty-eight statements. This statement said that non-graded instruction permits more individualization than does a traditional graded organization. This could indicate one of two things; that staff was not familiar enough with non-graded organization to make such a determination, or that there was tacit approval for the existing traditional graded organization.

There was much disagreement or strong disagreement in teacher responses to the statement that implementation of non-graded instruction should be provided in all major curriculum areas.

Staff generally agreed that teachers could reach agreement regarding what constitutes mastery and when a child should progress from one level to another. Teachers also indicated that there must be general agreement regarding an acceptable philosophy relative to non-graded instruction, and that careful and effective individual diagnosis of pupil ability is prerequisite to proper grouping. They also gave evidence of agreement that the responsibility for such a program went beyond that of the classroom teacher, that use of evaluation data by other

FIGURE B1

## NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION SURVEY
## PARENT FORM

1. I would prefer an organization in the school which would remove promotion (and non-promotion or failure) from grade to grade, where children could progress according to their individual rate and ability.

2. More individual attention given to students by teachers, using instructional materials appropriate to the child's own ability, is desirable.

3. I believe that each child is unique, and that all children in the class cannot be expected to achieve understanding and mastery of certain concepts within the same period of time.

4. The present organization of the school, whereby pupils progress from grade to grade, from year to year, is satisfactory in meeting the needs of my child (children.)

5. Experiencing success is very important for children, and I would support a program which might increase such opportunities.

6. My children and myself have known children who were failed at the end of the school year and repeated another year of the same grade and instructional program. I feel that children must be aware of their limitations, regard failure in school as something which is not harmful, and should be accepted as part of life.

7. I would prefer to see a report of progress for my child where he/she is judged according to his/her own level of ability, and not always compared to others.

8. If a non-graded program is implemented in our school, I would be interested in attending and contributing to informational, orientation, and planning meetings dealing with the program.

9. I feel that educational personnel at the school are best qualified to determine what, if any, changes in the program should be made, and would prefer to leave responsibility and decision making exclusively to them.

10. I feel that if I have a reasonable understanding of what non-graded instruction means in regard to my child, that I can work cooperatively with the teacher in helping in the development of my child.

11. A complete removal of grade level designations is necessary and desirable.

12. I feel that I need more information regarding non-graded instruction before I can form opinions regarding the matter.

13. My child's teacher has indicated his/her support for the concept of non-graded organization.

Responses FIGURE B1 Continued

| N = 147 | A Strongly Agree | | B Agree | | C No Opinion | | D Disagree | | E Strongly Disagree | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Statement | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | 19 | 13 | 29 | 20 | 50 | 34 | 27 | 18 | 10 | 7 | 12 | 8 |
| 2 | 37 | 25 | 95 | 65 | 9 | 6 | 3 | 2 | 0 | 0 | 3 | 2 |
| 3 | 17 | 12 | 92 | 62 | 12 | 8 | 8 | 5 | 1 | 1 | 17 | 12 |
| 4 | 19 | 13 | 51 | 35 | 16 | 11 | 27 | 18 | 20 | 13 | 14 | 10 |
| 5 | 24 | 16 | 108 | 73 | 7 | 5 | 2 | 1 | 0 | 0 | 6 | 4 |
| 6 | 21 | 14 | 42 | 29 | 12 | 8 | 28 | 19 | 40 | 27 | 4 | 3 |
| 7 | 34 | 23 | 61 | 41 | 4 | 3 | 20 | 14 | 15 | 10 | 13 | 9 |
| 8 | 23 | 16 | 52 | 35 | 18 | 12 | 28 | 19 | 10 | 7 | 16 | 11 |
| 9 | 31 | 21 | 64 | 43 | 8 | 5 | 21 | 14 | 19 | 13 | 4 | 3 |
| 10 | 29 | 20 | 36 | 24 | 16 | 11 | 37 | 25 | 14 | 10 | 15 | 10 |
| 11 | 11 | 7 | 33 | 22 | 14 | 10 | 55 | 37 | 27 | 18 | 8 | 5 |
| 12 | 43 | 29 | 78 | 53 | 3 | 2 | 9 | 6 | 8 | 5 | 6 | 4 |
| 13 | 14 | 10 | 43 | 29 | 54 | 37 | 16 | 11 | 12 | 8 | 8 | 5 |

FIGURE B1 Continued

## NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION SURVEY
## PARENT FORM

14. I am concerned about children who continually fail to achieve, and who, when grouped at their own level of ability, are much older and are more physically and socially mature than their classmates.

15. I am satisfied with the current administration, organization, and instructional program of the school.

16. I am satisfied with the current procedures and reporting instruments (Report Cards) which indicate the progress my child is making in school.

17. From observations and comments made by my child, his/her classmates, and/or the teacher, I feel that currently there are too many levels of pupil ability in reading and arithmetic in my child's classroom.

18. I feel that cooperative working relationships between home and school can be improved upon.

Responses

FIGURE B1 Continued

| N = 147 | A Strongly Agree | | B Agree | | C No Opinion | | D Disagree | | E Strongly Disagree | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Statement | N | % | N | % | N | % | N | % | N | % | N | % |
| 14 | 17 | 12 | 70 | 47 | 28 | 19 | 8 | 5 | 2 | 1 | 22 | 15 |
| 15 | 37 | 25 | 53 | 36 | 15 | 10 | 18 | 12 | 19 | 6 | 15 | 10 |
| 16 | 15 | 10 | 65 | 44 | 17 | 12 | 32 | 22 | 14 | 10 | 4 | 3 |
| 17 | 16 | 11 | 64 | 43 | 41 | 28 | 9 | 6 | 4 | 3 | 13 | 9 |
| 18 | 26 | 18 | 59 | 40 | 37 | 25 | 10 | 7 | 7 | 5 | 8 | 5 |

(Note: Per cent does not equal 100
in all cases due to rounding)

teachers should be used, and that it is the responsibility of each teacher to provide the best possible instructional program.

In response to supporting the concept of non-graded instruction and indicating a willingness to realistically and honestly get involved in working toward the success of such a program, only three teachers strongly agreed, two strongly disagreed, and the balance were equally divided between agreement and disagreement.

Parent Response:

The parent survey form was logically not as detailed and involved as the staff survey. The form was constructed in such a manner as to allow parents opportunity to express general opinions about what a school should accomplish and how it might be organized. No specific attempt was made to ascertain a parental philosophical basis regarding traditional and non-graded organizations. Statements on the form are a reflection of common concerns expressed by individual parents and those voiced by members of the parent committee which contributed to the development of the survey form.

Although the introductory statement on the Parent Form indicates that the non-graded program was to be implemented in the primary, and possibly the intermediate grades, the form was distributed, through the students, to parents of children from all grades (kindergarten - eighth) in the school. This was done in order to assess parental responses from families who would, in the current school year, have children involved in the program, and who in succeeding years, might have. Further, a school wide distribution assured a higher rate of return, for often in the past primary aged children had more difficulty in getting school newsletters, bulletins, special notices, etc., home, and in returning forms to the school. The all grades distribution allowed older siblings an opportunity to assist in getting responses from parents of younger children. Fifty-seven percent of the families served by the school returned the survey form.

The first statement found in the survey, which is concerned with a school organization that would remove promotion and non-promotion from grade to grade, and would have children progress according to their individual rate and ability, caused problems in interpretation. This was indicated by written comment (at the end of the form) by seven different respondents, as well as the unusually high responses indicating no opinion (34%). Parents were in general agreement that more individual attention given to students by teachers was desirable, and that a program which might give pupils increased opportunity to experience success would have their support.

There was some contradiction in parent responses to statements dealing with the uniqueness of students and the kind of organization which might best meet their individual needs. Over seventy-four percent of the one hundred forty-seven respondents agreed that all children in a class could not be expected to achieve mastery and understanding of certain skills and concepts within the same period of time. Fifty-nine percent expressed concern over children who continually failed to achieve, and as a result were often older and more physically and socially mature than their classmates. Over half the parents indicated that they felt that there were too many levels of ability in reading and arithmetic in their children's classrooms. In spite of the response to these three statements nearly half the parents indicated that the present graded organization of the school was satisfactory. Further, forty-three percent indicated agreement with the statement that non-promotion or failure in schools is not necessarily harmful, and that it should be accepted as part of life. This also contrasts with sixty-four percent of the respondents who indicated a preference that their own children be judged according to their own level of ability, and that they not always be compared to others.

Fully eighty-two percent of the parents indicated a need for more information about non-graded instruction, and slightly more than half responded positively about attending and contributing to informational, orientation, and planning meetings. In concurrence with the need for more information, less than forty-five percent of the parents indicated that they had a reasonable understanding of what non-graded instruction meant in regard to their children. Well over sixty percent had no opinion or disagreed that a complete removal of grade level designations was necessary and desirable. Fewer than forty percent indicated that their child's teacher had shown support for the concept of non-graded instruction. This statement had the highest (37%) number of respondents expressing no opinion. This may have been due to the fact that no regularly scheduled parent-teacher conferences had been held in the five weeks preceeding distribution of the survey, or on the other hand, a result of lack of staff support.

Many parents indicated a preference for leaving responsibility and decision making to educational personnel at the school, and a majority (sixty-one percent) were satisfied with the current administration, organization, and instructional program at the school. Even with the high rate of expressed satisfaction, fully fifty-eight percent indicated that co-operative working relationships between home and school could be improved upon.

When asked to indicate areas of needed improvement in the school's instructional program, parents listed: more enrichment activity, removal of modern math, smaller class size, removal of a named teacher, a desire for more homework, an increase in the number of field trip experiences, more assembly programs, and fewer fund raising activities by the school and the Parent Teacher Association.

### District Survey Findings:

Eighteen of twenty-two fellow elementary school administrators cooperated in responding to, and returning, the District Administrator's Survey.

As previously indicated in this report, there has been direction from the Board of Education that Continuous Progress programs, with elimination of formal graded organization, be implemented in the elementary schools. As a consequence some administrators have engaged in activity, both in terms of reorganization and staff development, which will result in limited compliance. Others, in personal conversations with this writer, have indicated personal, as well as staff, rejection of the concept. However, they still are reporting to higher offices that there has been reorganization and implementation, at least in the area of reading, through the primary grades.

There were some interesting responses to the District Survey questions and statements. One principal drew a line through the words on-going, viable, and functioning program for the first question, and then responded by indicating yes to what remained of the statement. This indicated that there then was presently a non-graded program of instruction, but not necessarily viable or functioning. Just less than half indicated that there was no functioning program in their schools. Of those that indicated there was a program the highest grade was primary three, or level H on the Continuous Progress continuum. Less than sixteen percent of the total elementary teachers in the district were involved in non-graded instructional programs, with just over twenty percent of the student enrollment participating. Only two schools indicated that a program had been operational for more than a year. All except one of the respondents who had such programs listed reading as the only operational area, the exception mentioning both reading and mathematics.

Principals were unanimous in indicating that non-graded instructional programs should first be implemented only in the primary grades. In the comment section two respondents wrote that implementation should not extend further than that, and little good would be accomplished with further subsequent extension to higher levels.

There was lack of agreement regarding curriculum areas for non-graded instruction, with over one-fourth of the administration indicating that such a program should be restricted to reading and arithmetic. One respondent indicated that organizational patterns for grouping and necessary pupil mobility would be impossible to establish for science and social studies instruction. Another observed that a high rate of pupil transciency at his school would make impossible a realistic implementation through the grades.

Principals generally agreed that there must be a reorientation of staff, parent, and administrative philosophy and attitudes in order to move from a traditional, graded organization. Further, they saw parent involvement and appropriate staff development activity as important components of program implementation. Pupil placement procedures and careful selection of appropriate instructional materials also were seen as significantly important.

There was not as much agreement regarding the value of information about a district school's implementation of a non-graded program. Difficulties in providing opportunity for staff visitation and observation, the uniqueness of each school setting, community apathy, staff acceptance, and other considerations were mentioned in the comments section as being factors which might negate the value of such an effort. Two-thirds of the respondents indicated that such information could be useful, while eleven percent had no opinion.

Fellow administrators expressed concerns over testing, determination of mastery, difficulties in communicating with parents, responsibility for in-service activity, pupil reporting procedures, and utilization of mastery skill cards. Another problem mentioned by two principals was how to meet the needs of a child achieving at a very slow rate who becomes an over-age under achiever.

## Needs Determination

Results of the staff, parent, and administrator's survey led to the determination of objectives as stated earlier. Program philosophy, staff involvement, parent participation, in-service activity, articulation with other staff and administrators, all became part of the early development activity. Responses from those who might be involved also indicated a need for functional procedures for pupil placement, increased flexibility of program design, participation of auxiliary staff and greater use and sharing of materials, equipment, and facility. A concern over reporting systems and records and more services for children with exceptional learning problems was expressed by teaching staff.

Acceptance of a traditional, graded organization on the part of many staff and parent respondents, and an indicated lack of understanding regarding anticipated pupil benefits which might be derived from a non-graded program, made evident the need for a clear and comprehensive statement of philosophy. Additionally, attitudes would have to be changed if there was to be understanding and support for the planned program revision.

## PROGRAM DEVELOPMENT

Prior to formal development activity, meetings were held with total staff, sub-groups, various committees, and teaching staff from the primary grade classrooms. The purpose of this activity was essentially informational and exploratory. The concept of non-graded instruction, various approaches to such an organization, the implication for additional staff involvement, its effect upon instruction and how the individual child might benefit from participation, all were part of the topics covered during that period. The principal, a staff person (non-classroom) who was designated project coordinator, the teacher librarian, two teachers who accepted responsibility for being identified as "lead" teachers, other staff volunteers, and consultants from the Department of Curriculum contributed directly to the effectiveness of these meetings.

Reports on related literature, existing non-graded programs and program outcomes, selection of instructional materials correlated to mastery-skill reporting systems, anticipated problems in program development and implementation, parent understanding and involvement, and student acceptance were among topics given attention. Utilization of skill cards, and of correlated reading and mathematics curriculum guides, was explored and covered in some depth by consultant-presentors.

In order to accomplish the objectives of the practicum within the prescribed time period, and to give a general guide to those participating, a plan for program development and implementation was prepared. The lead teachers, the project coordinators, and the principal cooperatively developed the plan-overview. The plan was modified according to need through the period of the project.

## SCHOOL PLAN FOR DEVELOPMENT AND IMPLEMENTATION NON-GRADED INSTRUCTIONAL PROGRAM

September - June 1974 - 1975

### September - October

Weekly orientation meetings (staff)- Topics: Program philosophy, organizational plan alternatives, related programs and literature

Committee formulation

Designation of Lead Teachers and Project Coordinator

Determination of grades to be involved

Parent informational-orientation meetings

Evaluation of instructional materials

Needs Assessment

### October - November

Written statement of philosophy

Identification of objectives

Preliminary proposal development

Criteria for pupil placement

Selection of organizational plan

Pupil placement procedures

Pupil mastery evaluation

Provide for staff in-service activity

Small group (level) parent meetings

One-half day (released time) workshop

Report of survey findings

November - December

Reading materials procurement

Reading consultant services - materials selection, utilization, pupil mastery assessment

Regrouping of pupils

Reporting to parents - pupil levels in reading and mathematics

Two one-half day individual parent conference afternoons (released time for students)

Staff development activity - stocktaking

Report of activity to fellow administrators

Submission of Practicum Proposal

December - January

Program articulation - total staff

Parent group (PTA) feedback meeting

Orientation-mastery skill cards

Procedures for pupil movement/advancement to higher levels

Assessment of math groupings (pupil)

Procedures for articulating pupils new to school and program

Involvement of auxiliary staff

Staff stock-taking/feedback meetings

Reassessment of appropriate grade/level pupil involvement

January - February

Implementing "walking reading" program in intermediate and upper grades

Full day staff development program (pupils released).

Mastery skill cards, reading and math guides, tests as a teaching instrument (three topic presentation)

Report to District Educational Council on program development and status

Evaluation of Pupil Report of Progress form

Report of Pupil Progress to parents

Reading Program workshop for parents

Staff assessment activity

February - March

Staff activity - materials evaluation

Review of role of auxiliary staff members

Program status report to parent groups (PTA and School Council)

Assessment of referral procedures for identification of pupils with special needs

Parent interview activity - reactions, feelings, observations of parents and students

Continuation of staff development activity

Submit interim report

April

Evaluation of reporting forms

Involvement of participating staff in selection of topics and directing in-service activity

Teacher recording on mastery skill cards

Supplementary reading materials recommendations from staff

Parent informational meetings, according to pupil achievement levels, conducted by participating staff

Reporting status of endeavor to fellow district administrators

May

Staff testing program orientation meeting

Review of use of math skill cards

Planning meeting for 1975-76 organization

Modification of positional role of teacher-aide

Administration and scoring of standardized testing program

Staff development and feedback meetings

Review of role of parent volunteer

June

Organize primary and intermediate level class groupings for non-graded instruction in 1975-76

Carry out evaluation procedures for stated program objectives

Modify program plans for 1975-76 according to observations, recommendations, and conclusions derived from practicum effort and evaluation outcomes

Plan and carry out appropriate staff recognition activity

Report to parents of pupil progress and program results

Share, through written and oral report observations, conclusions, and recommendations with district superintendent and fellow administrators

June - July

Prepare written practicum report

Staff In-Service

The expressed concerns of many staff members, as voiced previously and indicated in responses to the Staff Attitudes and Concepts Survey, helped in setting the climate for discussions and suggested solutions for the problem of how to meet the needs of children who didn't seem to belong in a graded program of instruction. Early in-service activity was planned in order to become familiar with the philosophy of non-graded instruction, to acquire information about successful programs, and to determine how such a program might help in meeting the instructional program needs at the school.

Presentations were made by the principal, program coordinator, and the lead teachers, all dealing with topics which would increase understanding to a point where we could mutually arrive at acceptance of a general program philosophy. The librarian served as a valuable resource person for staff, and was very successful in developing a professional library collection for use by interested staff members.

Some commercially prepared staff development materials proved to be quite useful during this period. Cassette presentations on "Nongradedness-How It Looks in the Real World," by Curtiss Van Alfen, served as a stimulus in getting teachers involved and reacting to related topics. Among the presentations made early in the developmental stages of the project were: what has experience taught us about changing education, rationale for individualizing instruction, does it meet the needs of the learner, changes in curriculum materials, teacher role, administrative procedures, records maintenance, and evaluating pupil progress. Materials and cassett presentations by Sidney P. Rollins, distributed by the Human Development Institute, were particularly useful as we considered the implications for individualized instruction.

Part of the activity of the project coordinator and the lead teachers was developing an in-service program calendar, acquiring necessary materials, and arranging for presentors from staff and the Department of Curriculum. In so doing, attempting to modify and plan said activity according to expressed interests of staff, and to cover areas thought to be of significance by the project director, became a sometimes difficult task.

Initial discussions relative to a non-graded program were attended by administrative staff and interested teachers. Early consideration was given to program implementation from kindergarten through the intermediate grades, and large group meetings were held in order to develop philosophy and explore the problems of planning and implementation. Total staff became involved after there was some related research and effort pertaining to different possible organizations and student groupings. It was during this stage that staff recommended that the program be restricted during the project period to implementation only in the primary grades. Among the organizational patterns considered during this staff activity were age-cycle, multi-age by levels, year in school, and multi-age modified groupings.

Staff members, prior to deciding on the scope of the program (which former grade levels would be eliminated as the program was to be implemented) collectively developed a guiding philosophy for a non-graded program of instruction. Basic concepts were a part of that philosophy: that each student has a certain readiness for aspects of learning depending upon his level of maturity and his experience at a given time in his life, that he progresses at his own rate, that mastery of concepts and skills will be relative to his individual abilities, and that provided with proper learning situations he will be in a continuous learning situation.

One of the difficult matters dealt with as part of staff development activity was acceptance of the absolute necessity to follow carefully the sequence of learning steps, and the accompanying division into levels of mastery, as indicated in the reading and mathematics curriculum guides provided by the Board of Education. These guides are correlated to mastery record cards which are to be maintained for each pupil. Staff voiced some concern that non-graded instruction was more than an organizational and administrative program, and a few teachers were reluctant to accept the fact that such a program would not necessarily dictate a change in teaching technique or methodology.

Once staff in-service activity, through the collective effort of almost everyone who had been involved, resulted in the development of an acceptable philosophy, a needs assessment, the identification of objectives, scope of the program, and curriculum matters received much time and attention. The appropriateness of instructional materials, particularly in reading, was the subject of numerous informational and evaluative sessions. Publishers representatives and consultants from eight firms, whose names appear on the Basal Reading Series Approved List, 1974-1977, Chicago Board of Education, made presentations. Staff eventually selected, along with parent committee recommendation, the Holt, Rinehart and Winston Basic Reading System, a program which embodies continuous skill development in fifteen levels for grades K-6. At the time of adoption of a new basal reading series it was thought that there was excellent correlation to the levels found in the Chicago reading guides.

A part of subsequent staff development activity included developing plans and policy relative to pupil evaluation and determination of pupil progress, designing procedures and materials for record keeping, use of facilities, and plans for bringing new students into the program.

A committee of teachers from both primary and intermediate grades met monthly through the project period, their purpose being the plan for activity which could get parents meaningfully involved. Parental understanding of program philosophy was viewed as being of the utmost importance, and recognized to be a key factor in determining program success or failure. Staff indicated that without parent acceptance and belief in the program their children would not comfortably accept the concept of non-gradedness.

Another aspect of in-service activity was to determine what changes would have to be made in reporting forms, and material used for communication with the home. The format of previously used forms which were sent home, and a review of suggested samples found in Continuous Progress in-service materials provided by the Chicago Board of Education, resulted in the local design of a number of forms and modification of others in order that they would particularly suit our program needs. The project coordinator worked directly with the designated teacher committee in the development of these materials.

The charting of class and room organizations was a major task to be met by the primary level teachers. Once there was acceptance of a plan for multi-age modified groupings, based primarily on reading ability, related in-service activity was concerned with attempting to determine realistic measures which would take into consideration other factors as well as pupil levels of readiness and achievement. Social and physical maturity, parental concerns, sibling assignments to the same groupings, all were legitimate concerns of staff. Accuracy of reading level determinations was of the utmost importance. Prior standardized test results, diagnostic testing completed by the adjustment teacher, grade equivalents taken from basal reading program test materials, study of work samples, and teacher observation and recommendation were all part of the process of level determination. Additionally, in some cases, test results and recommendations found in reports prepared by Board of Education psychologists, a result of individual pupil evaluations, were included in the process of determining level placements.

Pupil levels had to be known in order to plan specific cohesive pupil groupings and to determine the number of levels in each room. With nine classes being initially involved it was possible, employing the level designations of the Continuous Progress program, to organize with no staff person having more than three levels or ability groupings in reading.

Staff development activity also included planning for the involvement of auxiliary staff persons such as the librarian, adjustment teacher, physical education instructor, and the teacher aide. Related to this planning was provision for collecting and preparing needed materials and coordinating the ordering and distribution of instructional materials and supplies.

## Program Development and Implementation Activity

As indicated, initial staff activity dealt with consideration of a modification of the existing graded organization to a non-grade program. Materials and literature pertaining to the subject, along with information provided at orientation meetings by the principal, the person who was to be designated project coordinator, a language arts consultant from the Department of Curriculum, all provided staff with background information about non-graded instructional programs.

Much discussion was concerned with the charactistics of individualized instruction, and the extent to which teachers were able to provide for the individual needs of students while operating within the operational framework of the existing graded organization. Those who resisted or rejected the concept of non-graded organization were the most adament in maintaining that such needs were being adequately met. There was also attention given to the matter of what the effect of reorganizing primarily on the basis of reading levels would have on classroom teachers' efforts in presenting and teaching what they thought to be required, as indicated in Chicago Board of Education curriculum guides. The resolution of that concern was the revelation that most of the primary teachers in self-contained classrooms in reality established their teaching programs according to their observed needs and priorities. It was not found to be uncommon that fine and practical arts activities and, to a lesser degree, work in social studies and science did not receive as much attention as called for in the Chicago Board of Education Elementary Teacher's Time Distribution Schedule. Instructional time taken from those areas was usually devoted to language arts and mathematics.

As these and other concerns were brought out into the open for discussion there was evident less apprehension and increasing interest in the concept of non-graded instruction. After much discussion, reading, reporting, and sharing of concerns and ideas a written statement of philosophy was finally developed. It is not totally original, for it reflects the literature as it pertains to the local school situation, and statements from district administrators.

### Program Philosophy

The guiding philosophy of the non-graded instructional program is based upon the concepts that:

learning is a continuous process

each individual progresses at his own rate

each individual masters skills and concepts according to his unique abilities

each individual has a certain readiness for steps of learning according to his level of maturity and experience at any given point in his life.

Learning in a non-graded program of instruction should be a continually forward moving activity--

taking the time that is needed and appropriate for the individual learner at any state of his life and development

requiring achievements or mastery at each step of progress

avoiding temptation to place a learner at a level where learning is impossible and, therefore, stops

keeping the learner in a position of experiencing success as he looks and moves ahead to new growth and development.

Each person grows, matures, and learns according to his own unique ability and needs a program of instruction which is consistently--

recognizing that at different stages of any learner's life he may have differing speeds of maturation and learning

planning a formal program of instruction in recognition of that personal time schedule accepting the fact that sometimes the learner may need to progress slowly, while at other times he may be ready for great spurts of learning

adapting the program of instruction as necessary so that time is available as appropriate to the learner's needs, without either pushing or hindering his progress

eliminating any artificial time barriers such as age or grade levels which make indefensible demands upon the learner to perform before his own development permits or to wait when he is ready to progress

providing an opportunity for the learner to experience and enjoy success by adapting learning to the readiness of the learner

recognizing that any learner can have differing stages of maturation, readiness, and mastery in differing areas of learning

planned on that basis, which allows each learner to establish and follow a different progress chart for separate curriculum areas so that--

.there is no barrier to progress in any subject area
.problems in one subject will not impede success in another
.learning opportunities are always open

encouraging and aiding the learner to function up to his full potential at all times in his life.

If the basic concepts of the philosophy are accepted, then the non-graded program cannot be:

a grouping of students according to their year in school

an equating of achievement in reading and/or math with a school year

a program which allows non-promotion or failing by grade

a mere changing of grade labels to level designations

a program which moves students along from levels without evaluation of mastery at given levels

tracking students on the basis of potential as indicated by IQ labels

appropriate for only the primary levels.

## Pupil Assessment and Level Placement

Prior to the activity of this practicum primary grade children were assigned to classes which were designated as kindergarten, Primary I, Primary II, Primary III, or PZ. Within these groupings, under the Continuous Progress Program plan of the Board of Education, there were to be eight levels of accomplishment in reading and mathematics, identified by a letter of the alphabet. A through D were the levels the child was to master, with normal achievement, in the kindergarten and first year (Primary I) period. The second year (Primary II) had the level designations of E and F, and the third year (Primary III) the designations of G and H for levels of accomplishment in reading and mathematics. PZ was an indication on a child's report of progress that he had not been able to accomplish or demonstrate mastery to the extent that he had completed at least level E or F at the end of four years, and that he would not be moving on to what staff, parents, and administration considered "grade four".

PZ classes, in schools throughout the city which had made an effort toward implementation of Continuous Progress, were generally considered to be the dumping ground for children who had failed, and who, in a traditional graded program, would have been non-promotions. For those youngsters who, after five years of school experience (Kdg., PI, PII, PIII, PZ) were still unable to demonstrate ability to function at level H, there was another classification. They were identified as IR (intermediate readiness) students, and generally suffered through another year of a similar setting, sometimes with the same teacher, materials, methodology, and an often oppressive and defeating instructional setting.

After the so-called benefit of a year in IR children were then moved to grade four. By this time they were chronologically, physically, and usually socially at least two years more advanced than their new classmates. As might be anticipated, symptoms of many other problems were manifested in the demonstrated behavior of many of these children.

Part of the difficulty of such an organization was that pupils, parents, and teachers really regarded each primary designation (I, II, III) as the grade in school rather than as a level of achievement. The concept of the level would be reached by a student not in a given period of time but rather according to his unique level of maturation, readiness, and rate of progress was not part of the understanding of many parents and staff. In reality level designations had done little in bringing about a more intelligent understanding of child development and progress. Curriculum was not far different than that found in a graded organization, and in many cases there was nothing evident which distinguished a difference in program planning.

Expectations of teachers were transmitted to pupils through grading procedures and their methods and materials of instruction. It appeared that often staff expected that a number of pupils would do just enough to make it through the year or would fail, and through their teaching performance pupil motivation and aspiration were sometimes negatively affected.

All of these factors made very important the task of trying to exploit (in a positive sense) the individual abilities and differences of the children as they were to be brought together in multi-age groupings. Teacher collaboration, on a continuous basis, was necessary in reaching mutual acceptance of the specifically created, sequenced, and described levels of learning found in the math and reading guides of the Board of Education. Elimination of the year-by-year graded organization also meant the elimination of the imposed normative standards that had previously found children who were rapid learners stifled because of their ability to more quickly acquire the elements of the instructional program. Other youngsters, who often were forced to work with materials too difficult for them, were to be placed into the program where the level materials were pertinent and appropriate to their needs. The grouping procedures, then, had to arise out of a variety of teacher assessment and pupil diagnostic activities.

Prior to placement activity it was necessary that staff and administration reach agreement regarding acceptance and use of the Curriculum Guides in Reading for the Elementary School, I - IV.[2] The guides present a reading program that is stated in behavioral objectives for the primary levels. They are correlated to Reading Mastery Record Cards which are to be maintained for each pupil. In using the guides and cards in conjunction with a basal reading program a foundation is provided for a classroom management reading system. The guide defines specific reading skills and subskills which are to be taught and reinforced for the primary levels. Four reading skill strands; word attack, comprehension, study skills, and literature are developed for each level. Objectives are identified for each subskill, and stated in behavioral terms. Suggestions for classroom activity, focusing upon mastery of the subskill stated in the objective, are presented as teacher/learner strategy. The objectives are arranged in sequence from the fundamental to the most advanced. A coding system which is used, correlated to the Reading Mastery Record Card and basal and co-basal reading materials appearing on the 1974-77 Approved List of Instructional Materials, Chicago Board of Education, allows for cross referencing of items. The code indicates the level (A to H), the reading skill strand, and the numerical sequence.

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[2] Curriculum Guide in Reading for the Elementary School, I-IV, Board of Education of the City of Chicago, Chicago, Illinois, 1974.

Some of the less specific, more informal assessment activity for pupil placement and grouping included: conferences with parents, observation of cummulative records, conferences with previous teachers, written and oral performance of the child as observed by the teachers, and in some cases, conferences with pupils.

More specific activity included taking into account standardized achievement test scores, diagnostic tests administered by classroom teachers, recommendations resulting from individual psychological evaluations, and placement inventory materials which were part of a newly adopted basal reading program.

Part of the difficulty encountered as staff considered past standardized test results was that we found ourselves considering pupil growth in terms of grade level. This was evident regardless of whether we were dealing with grade level equivalents, percentile rankings, or stanines. This became more obvious as we proceeded into the use of the publisher's placement inventory materials. In the past, with the half-hearted acceptance of levels identified by letters (A - H) the practice had been to equate resultant grade equivalents, or even stanines, to the levels. If a child had a 3.4 G. E. score in reading comprehension many staff people assumed that the child was capable of reading at the middle of the third grade. With the existing Continuous Progress levels in Chicago this automatically placed the youngster at level G. As appears on reports of pupil progress, the following is presented for informational purposes.

FIGURE 1

Primary Program of Continuous Progress Growth in Knowledge, Skills, and Understanding

| | PRIMARY PROGRAM | | | | INTERMEDIATE PROGRAM | | |
|---|---|---|---|---|---|---|---|
| READING | AB | CD | EF | GH | J | K | L |
| MATHEMATICS | AB | CD | EF | GH | JKL | MN | RST |
| (formerly grade) | KDG | 1 | 2 | 3 | 4 | 5 | 6 |

Others recognized that the G.E. score, in isolation, had little meaning. Some children, when given a book related to their grade level score, failed to achieve competently. Even when using the Test of Basic Experience (TOBE) for lower primary children, where test results are indicated only by raw score, percentile rank, and stanine, there was evidenced a tendency to equate those scores to a grade, and then to a subsequent level.

After some attention to the interpretation of test results, and a staff consultant presentation on how to use standardized tests as teaching instruments, it became apparent to most staff members that it is not possible to establish one consistent and operable set of circumstances that would apply to the many varied aspects of a student's performance, and which would provide extremely accurate insights regarding proper level placement and instruction for that child.

Hillson and Bongo say,

"We contend that the use of an individual battery of tests yielding ten scores or more is impossible to use to drive an identical profile of children who could be set up as look-alike learners. In developing a diagnostic approach, educators moving toward non-graded education will find immediately that standardized and semi-standardized tests are useful in some ways but insufficient to their needs. What is needed, and what must be developed, are those informal kinds of activities and diagnosis related to the learning sequence agreed upon by the professionals involved in the program. What they have spelled out in their program may be quite unrelated to the existing standard materials."[3]

[3] Hillson, Maurie, and Bongo, Joseph, Continuous Progress Education, A Practical Approach (Palo Alto, California: Science Research Associates, Inc., 1971), p.39.

An important component of the practicum effort, and a difficult one to deal with, was the development of standards, agreeable to all participating primary teachers, for level placement of pupils. The task was made no less difficult because the actual grouping took place three months after the start of the school year. It appeared that teaching staff would have been much more secure and comfortable if the activity of September, October, and November, relative to early planning activity, had taken place during the preceding spring. In so doing placement-assessment procedures would have been accomplished prior to the opening of school in the fall, and the regrouping of pupils would have meant less relocation for pupils from group to group within classrooms and less movement from one room to another. Teachers then would have been making recommendations in June for intra-class groupings for children moving on to designated advanced levels in new room settings. This would have made less difficult the reporting to parents and children of the changing levels and accompanying new groupings than was the task after children had been assigned rooms and levels (I, II, or III) for three months during the fall of the just completed school year.

The selection by staff of a new basal reading program which was correlated to the reading guides prepared by the Department of Curriculum provided a vehicle for more smoothly working into a non-graded program. This was so because of the inherent management features of the reading series. The carefully planned procedures for testing and record keeping, employing both the features of the Holt Basic Reading System and the skill-mastery aspect of the guides and the mastery record cards, make possible an easier transition to more individual instruction in the classroom.

In determining pupil placement teachers attempted to build a profile on each child, taking into account a variety of factors. Among them were environmental factors, relative maturity and chronological age, standardized achievement and test scores, teacher's reports and recommendations, records of parent conferences, and any influential physical or emotional factors. Additionally, prior level placement as indicated on reports of pupil progress, and scores from the Holt Placement Test, administered to each child in the primary classes, served in determining levels and point of entry for children going into the new reading program.

The Holt Placement Inventory, consisting of three evaluation components which have as their purpose the estimation of a child's functional reading level, was quite useful. Comprehension and interpretation are evaluated through silent and oral reading activity, as well as the inclusion of a word recognition inventory. However, even with the use of these materials, the teacher's personal judgement remained as the decisive factor in evaluating the child's reading ability and in subsequent placement of the child. Confirmation of the level placement, in cases where there was much disparity between teacher judgement and inventory results, was made by administering the designated level's first pre-test from a segment of the reading system which is identified as Individualized Progress Checks.

One advantage that helped offset the negative aspects of implementing the practicum effort after a period of time into the school year was that Primary I children had been exposed to typical readiness experiences, and had developed some decoding and comprehension skills. This made possible the administration of Unit Pretests at the lowest levels of the new reading program, and assisted in the determination of entry levels.

A difficulty not anticipated prior to the administration of the basal series placement inventory materials was the resulting lack of correlation between existing identified levels in the school (PI-PIII, A-H, J, K) and the levels which the publisher and the Department of Curriculum had indicated were generally equivalent. As has been indicated, the Holt materials are identified as being at fifteen levels for kindergarten through grade 6.

FIGURE 2

CHART OF COMPARABLE GRADES/LEVELS

LOCAL SCHOOL, BOARD OF EDUCATION, AND BASAL READING SERIES

| School Levels | Continuous Progress Bd. Of Educ. Levels | Holt Basic Reading System (H.B.R.S.) Levels |
|---|---|---|
| Kindergarten | A, B, C | 1 to 3 |
| Primary I | B, C, D | 4 to 8 |
| Primary II | E, F | 9, 10 |
| Primary III | G, H | 11, 12 |
| Grade 4 | J | 13 |
| Grade 5 | K | 14 |
| Grade 6 | L | 15 |

The new reading program is somewhat foreign to what had been used in the past, and has a far greater number of levels. This alone caused some confusion and necessitated special staff meetings conducted by publisher's consultants. Topics obviously were concerned with correlation to levels, how determined, administration of the inventories, and interpretation of the results for placement purposes. The project coordinator and lead teachers provided much direct individual assistance in test administration, scoring, and interpretation during this period. Consultants assisted in the plotting of organizational patterns for reading instruction.

Relative to the aforementioned problems was the fact that generally the entry levels of students, as determined by the placement inventories, were lower than the corresponding levels in the Continuous Progress program. As an example, a child who had previously been reported by the teacher to be at level G of the Primary III cycle, both in class records and in progress reports to parents, was found to be performing at the H. B. R. S. level 9. According to the above chart this would correspond to Primary II, Level E. Publisher's consultants explained this away by observing that this was the general outcome in most schools nationally where the reading program had been adopted, and that it was a result of a wide variation in agreement between what specific reading skills should be mastered at different grades or levels. Further, they contended that in most cases we should go with the lower level entry placement in order that students might experience more success and a lower level of frustration as they were introduced to a new program. Staff agreed to abide with these recommendations, but with mutual consent that unit Pretests and Post-tests would be administered in all such cases. It had been suggested by the publisher's representative that due to limited funds that Post-tests not be ordered, and Pretests be administered at the end of units to determine progress. In seventeen of eighty-three cases where the inventory placement test indicated lower entry levels for pupils, there was as a result of teacher judgement and pre unit testing, movement to higher levels within three weeks of introduction to the new program. The performance of these children in reading was carefully monitored by the teachers and the coordinator. In all but two cases the children functioned quite effectively and moved through subsequent levels during the course of the remaining school year at normal or better than normal rates.

In order to allay parental concerns at the time of placement determination a presentation was made for parents of primary children. Basic information about the non-graded instructional program and the new reading series was provided by the coordinator. Materials, recordings, and filmstrips related to the reading program were previewed. Teachers then scheduled small group and individual parent conferences prior to the second reporting period (nineteenth week) to review student placement and progress with parents. In many cases teachers invited children to accompany their parents in order that there would be better understanding of how placement was determined, and the extent to which the child was proceeding through the program.

Following the determination of pupil placement levels in reading classrooms were organized in the primary grades with no more than three levels, as designated in the Continuous Progress cycle, in any one room. Enrollments varied from a low of eighteen to a high of thirty-two.

Mathematics placement procedures for pupils were considerably less involved than those for reading. Original regrouping of pupils at the time of project implementation was based primarily on reading entry levels. Previously existing intra-class groupings for mathematics instruction remained intact where there was no movement to another room. These groupings were determined by teacher judgement following consideration given to formal and informal aspects of assessment, similar to those mentioned for reading placement.

determination. Staff did work in an effort to refine, and make less subject to teacher judgement, placement procedures by attempting to identify common elements of math instruction in the primary classes. Beyond the initial levels of A and B, which deal with the development of the meaning of numbers and readiness for operations with whole numbers, all primary teachers work with whole numbers operations, rational numbers, measurement, and geometry. The use of Mathematics Mastery Record Cards provided by the Department of Curriculum, in conjunction with the Criterion Reference Test, Elementary School,[4] assisted staff in determining behavioral objectives for a variety of mathematical skills and concepts for levels A through H.

By following the suggested set of definitive behavioral objectives which reflect the math curriculum for the levels, and modifying the testing program in order that the mathematical competency the pupil had achieved in relation to the objectives could be identified, a more systematic management of the program of math instruction was made possible.

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[4] _Mathematics Criterion Reference Test, Elementary School_, Department of Curriculum, Board of Education, City of Chicago, 1974.

Budgetary limitations precluded the acquisition of new or additional instructional materials, manipulatives, or textual materials for use in the non-graded program. Staff was able to use presently available materials, through careful selection of various segments of basic texts, for instruction geared to specific objective mastery.

A readily discernible advantage to modifying the math curriculum toward behavioral objectives was that teachers were more accurately able to determine placement for pupils. This placement in the sequence of mathematics concepts and skills was, as indicated by staff, possible because there was more specific knowledge of what objectives had or had not been mastered. Testing for mastery did result in more intra-class pupil groupings. The extra work this created for some teachers was made less difficult because, as they stated, they had more guidance in the selection of appropriate materials for each pupil.

Another benefit of changing the thrust of the math instruction program from a grade level, text oriented activity to a skill/mastery orientation was that after some period of adjustment many pupils, in the judgement of their teachers, were able to function more effectively because of the concerted effort toward attainment of specific mastery. Instructional activity in math had a more limited scope for individual students as they zeroed in on stated objectives.

This carried over into school-home communication and cooperation as parents became aware, through conference and written notice from staff members, of what objectives were for the different level placements. Many homework assignments were in a format which stated specific objectives, provided examples of solved problems which dealt with the objective, and exercises for pupils to complete. Parents were, in many cases, able then to work directly with their children in activity which could lead to mastery of the identified objectives.

## Organization

In order to accomplish the implementation of the non-graded primary instructional program it was necessary to move away from the self-contained classroom. These classes for the most part found chronologically aged grouped children working for a school year with the same teacher toward more individualized instruction specifically designed for each child.

As has been stated, the placement procedures attempted to classify students (for reading and math instruction) who displayed high degrees of similar needs in reference to skills in the two areas. This change in the heterogeneous groupings was to be in the direction of more highly individualized instruction within the operational framework of more effective intra-class groupings. Staff, student, and community acceptance of these groupings, according to the levels which have been mentioned, was to lead to an understanding which would transcend the concept of grade.

Aside from the fact that many staff members had indicated a lack of understanding and resistance to a non-graded program during initial assessment activity of the practicum, there was a recognition that the multi-age (a result of non-promotion) heterogeneous classroom organization of past years had made very difficult the diagnosing and prescribing necessary in meeting the instructional needs of all children in the class. Even though past organizational practice had made an attempt at homogeneity, at least in the area of reading, it was seen as not satisfactory for a number of reasons. Often instruction in other areas was based on the homogeneity in reading, thus diminishing educational opportunity and the meeting of individual pupil needs.

The new organizational situation had to reflect a narrowing of the range of levels within the two learning areas. This was possible only through an acceptance of sequencing, on the various skills in reading and math, for the specific levels.

One of the major problems we encountered as we attempted to determine level placements was the development of a diagnostic system for the various sequences. The precision by which we were attempting to establish exact status of the students was questionable, and often relied on the subjectivity of teacher judgement more than on the other established criteria. We reorganized initially according to similarity of needs in reading and language arts. There was grouping and regrouping during the practicum period according to performance and readiness for new and abstract learning activities. Math groupings, as has been written, were not as carefully considered initially, with the majority of children continuing to work with the intra-class grouping that existed at the time of implementation.

After a month we did, on the basis of diagnosis made using modified skill/level mastery objectives as identified by the Department of Curriculum, regroup children for mathematics instruction within classrooms, and in some cases, to levels of instruction being provided in other rooms and by auxiliary teacher personnel.

The organization of classes, as determined by ability level groupings, is illustrated below. Because of our movement away from the identification of children by grade level designations, we referred to children as being at different ability levels, their year in school, and by age-cycle. The age cycle designation also made easier the reporting of children for enrollment purposes. As an example, in the past the Board of Education has allocated dollars annually for textual and instructional materials according to enrollment in various grades. The Department of Curriculum now will make that allocation by age cycle, making assumptions about equivalent grades. This is important, for the difference between the allocation for a third grade student ($8.80) and a seventh grader ($15.40) is $6.60. If that seventh grader were functioning at level H and was reported at the primary III level rather than by age cycle the difference in funds allocated would be lost by the local school.

Another important factor is the reporting of enrollments to Administrative Research. Current agreement with the Teachers' Union calls for class size of 30-1 (primary) and 34-1 (upper). In reporting children by levels rather than age/grade, underachievers who are reported as a primary student can effect in a positive way the retention of a teaching position at the primary level because of the lower pupil-teacher ratios.

Figure 3 is provided to illustrate what typically would result in the organization of the school if the ability level groupings reflected pupils who were generally at, or near, normal rates of pupil progress. The column labled Age Cycle does not reflect the actual ages of students in the various rooms. The column Age Cycle depicts the approximate chronological age a child would be at for the corresponding level in the third column. It is conceivable, and in fact is a reality, that a pupil could be reported to administrative research as being part of the student enrollment in age-cycle 9-10, and in fact be part of the classroom grouping in room 105, with reading ability levels G and H. There are two pupils whose chronological age places them in the age-cycle group 8-9, which normally would place them in room 102, levels H-J. In a graded organization these children would be in third grade. However, because of their achievement they are in the ability group J-K in room 101.

One of the most significant features of a non-graded organization is that if it is a functioning reality that the notion of double promotion or non-promotion is not a part of that program. As indicated in the definition of nongradedness, children are to advance as far and as rapidly as circumstances permit, considering only the progress of the individual child, and without regard to the achievement rate of other students.

The primary organization is planned with that fact in mind. The existing multi-age groupings reflect decreased ranges in pupil ability with a resulting increase in the age range of pupils in the classrooms.

Normal achievement would see a child moving through the levels in four years. Because of the placement which was effected when reorganization took place it appears that a number of pupils will cycle through in less than that time span and that the slower progress of others will see them completing the primary cycle in five, and in a few cases, six years.

FIGURE 3

NON-GRADED INSTRUCTIONAL PROGRAM

PRIMARY TEAM ORGANIZATION BY READING LEVELS

| Room | Age-Cycle | Levels |
|---|---|---|
| 100AM | 5 - 6 | A |
| 100PM | 5 - 6 | A |
| 113 | 5 - 6 | A - B |
| 104 | 6 | B - D |
| 103 | 6 - 7 | E - G |
| 105 | 7 - 8 | G - H |
| 102 | 8 - 9 | H - J |
| 101 | 9 - 10 | J - K |

In planning an organizational pattern for the primary program the time distribution for participating staff necessarily had to include provision for collaborative planning time. This was not easily accomplished, for the prior program had been planned around the availability of scheduling for physical education and library classes. Both the physical education teacher and the teacher-librarian provide less than full time service to the school. Because their availability is scheduled on the basis of school enrollment and number of teaching staff in a building, both are assigned on a .6 basis. This means that for ach ten day school period they are available for six days. The problem was further compounded by the fact that in planning for their teaching schedule it is necessary that they be programmed in such a way as to provide for three duty free periods (for preparation) for each classroom teaching staff member. This is a provision of the Board of Education - Chicago Teachers' Union contract, and is not negotiable at the local level.

The problem was the scheduling of classes, with children of like or related ability levels, in such a way as to provide primary teachers planning time during the same periods. There is a provision in the Board - Union contract which stipulates that three periods a week between 8:30 a.m. and 9:00 a.m. teachers are to have free time for planning and preparation, but this is not realistically feasible. Parent conferences, general administrative meetings, scheduled playground supervision, and in-service activity often preclude the teaching staff having this time available for program planning, at least on a fixed schedule.

Programs of auxiliary staff were modified in order that as much attention and priority were given to the needs of the primary program as to the departmental classes in the seventh and eighth grades. Time blocks were planned during the morning session in order that all non-graded classes could have reading instruction during the same time period. This permitted pupil movement beyond the intra-class setting for thirteen children who were functioning at a level significantly above or below the groupings in their home classrooms.

Limitations of programming availability did not make this possible for mathematics instruction. However, newly developed schedules did provide for math instruction during the same periods for closely related levels, thus allowing for additional homogeneity in math instruction beyond intra-class groupings. The schedule provides for children returning to their homerooms, if they have left them for reading or math instruction, for science, social studies, other language arts, and fine arts activity.

Physical education and library classes are total group instructional periods provided by auxiliary staff. By rescheduling these classes out of the time blocks for reading and math, and involving the adjustment teacher in the conducting of group guidance activity in conjunction with the library and physical education classes, it was possible to free lead teachers and classroom teachers with related ability groupings for collaborative planning during the course of the regularly scheduled school day.

The planning time was important for more than reasons of necessity and common sense. Staff attitude and morale in the implementation of such a program to a large degree will determine success or failure of the effort. An incidental benefit that has been briefly mentioned is that there was a partial correction of the imbalance of time and priority for staff planning and pupil instructional activity in library and physical education which characterized the program at the school during past years. An extension of group guidance activity down to the primary levels was also well accepted by children, staff, and parents. Of course this would not have been the case if the counselor had not been a highly capable and resourceful person who related well to all with whom she was working.

In developing the planning schedule (Figure 4) staff did not want rigid time allocations for specific curriculum areas. Obviously, level A children cannot engage in sustained reading readiness activity for the same duration as children involved in reading activity who are functioning at level J ( age group 9 - 10).

The schedule does serve as a general guideline for participating staff. There is little flexibility regarding time for those periods during the school day which are specifically designated for planning time for certain staff members. At those times their homeroom groups are engaged in library, physical education, or

FIGURE 4

SCHEDULE OF PRIMARY TEACHER TIME FOR COLLABORATIVE PLANNING

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8:30 - 9:00 | Planning Time - All Rooms/Levels - As permitted without conflict with scheduled parent conferences, general staff meetings, etc. | | | | |
| 9:05 - 9:45 | All Rooms/Levels - Instructional Time for Reading - Related Language Arts Activities | | | | |
| 9:45 - 10:25 | 100-113 (A-B)<br>Planning<br>105-102-101 (G-K) | 104-103 (B-G)<br>Planning<br>Math Instruction - - - - - - - - - - - - - - - - - - - - - - - - - | | 100-113 (A-B)<br>Planning | 104-103 (B-G)<br>Planning |
| 10:25 - 10:38 | Recess - All Levels - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | |
| 10:45 - 11:20 | 105-102-101(G-K)<br>Planning<br>100-113-104 Language Arts (Lit, Story Time)<br>103 - Science | | 105-102-101 (G-K)<br>Planning | | 105-102-101(G-K<br>Planning |
| 11:20 - 12:00 | 100-113-104-103 (A-G) - Mathematics - - - - - - - - - - - - - - - - - - - - - - -<br>105-102-101 (G-K) Science | | | | |
| 12:00 - 12:45 | LUNCH - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - | | | | |
| 12:45- 1:00 | Primary Team (Subgroup & Total) Planning Time (By staff request) | | | | |
| 1:05 - 3:10 | Room 100PM (A) To Be Scheduled For Library and Physical Education<br>L.A. Activity | Social Studies | Art | Music | Health |
| 3:15 - 4:00 | Primary Team Planning (Voluntary) | | | | |

group guidance activity being provided by auxiliary staff members. Teachers are required to complete an elementary school program of time distribution which reflects their teaching program and that of their homeroom. The form also includes a summary in minutes per week for six curriculum areas, enabling staff and the project coordinator the opportunity to compile an overall picture of priorities, as seen by classroom staff, related to the need in different curriculum areas.

## Parent Involvement

During the early planning stages of the practicum there was a special effort to keep parents and parent groups aware of the considerations being made and action being taken. The effort included small and large group informational meetings, meetings for parents of children in given primary classrooms, and some individual conferences between staff members and parents. Additionally, aspects of the non-graded program were part of on-going presentations, made by individual participating teachers, at all general membership meetings of the Parent Teacher Association.

A committee of seven parents, representing children through various grades or levels, was actively involved in activity which dealt with exploration of the non-graded concept, other similar programs which were functioning, program objectives, and anticipated outcomes. Their concerns and suggestions were incorporated in the first parent survey form which attempted to ascertain parental attitudes and understandings relative to such a program.

Many in-service meetings were planned mutually for staff and parents of primary level children. Initial activity included presentations by the project coordinator, the principal, the lead teachers, and consultants from the Department of Curriculum. The purpose of said activity was to develop greater understanding of, and ultimately support for, the concept of non-graded instruction. Topics included principles of child development, learning theories, program organization, skill mastery, current school achievement data as reflected by standardized test results, factors effecting varying differences of performance among children, and pupil groupings. Additionally, attention was given to what staff and parents thought to be the existing philosophy and goals of the school, and how, if at all, this might change with program modification and implementation.

One of the outcomes of early parent activity was a recognition of the fact that some were suspicious and uneasy regarding such a program. Parental comments and observations indicated that there was a significant amount of satisfaction with the existing organization and program of the school, and that what was being proposed (the non-graded program) really amounted to not much more than experimentation with the use of their children.

Much subsequent activity involving parents was concerned with developing greater communication which would keep them currently informed of the status of the program at that given time, as well as assurances that change or alteration of program direction could be made immediately if that action appeared to staff and parents to be in the best interests of the children.

Much of the activity which involved parents throughout the practicum period was in reality a public relations effort to gain, and maintain, their support for the program. Their involvement, and recommendations from staff, contributed to planning for organizational change with some tentative goals for the lead-in program, with a timetable for a series of steps which would meet first priorities. The restriction of the program to initial implementation only in the primary grades, and in the curriculum areas of reading and math, was a nominal approach to non-graded instruction. This may lead to a more fully expanded program, and finally to the whole area of individualization, in ensuing years. However, at the time of planning program design the fact that parents had a role in the decision making process, and could contribute to evaluation of the effort before consideration would be given to expansion, led to increased cooperation and communication.

One aspect of parent involvement which generated a high degree of interest, as evidenced by the number of parents who participated and their comments, questions, and suggestions, was their sharing in the selection and adoption of a basal reading program which was to be correlated to skill mastery sequences. Many publishers' representatives and consultants presented their materials to appropriate staff members and parent committees. The teachers and parents had developed general guidelines and criteria in order to make evaluations and recommendations. The committee was able to ask relevant and penetrating questions concerning aspects of particular reading programs, and to make comparisons with other materials.

Teachers did in fact dominate in establishing criteria, and were persuasive when picking one of the two series highly recommended by the staff-parent committee. This did not negate parent interest, however, for the parents who were assisting indicated that either of the series would be acceptable, and that the teachers logically should be in a better position to make judgements regarding the suitability of materials for their classes. The important point, as voiced by the parent co-chairperson, was the level of involvement, the fact that the principal and staff had really given serious consideration to their contribution, and that they felt that they were looked upon as partners rather than meddlers.

Among the program development sessions that teachers and parents participated in were:

Review of present trends in education
Analysis of the concept of non-graded instruction
Differing organizational plans for elementary schools
Discussion of the meaning of individualized instruction
Diagnosis of reading problems
Approaches to selected learning problems
Grouping and regrouping procedures
Appropriateness of heterogeneous classroom activities
Interpretation of pupil progress reporting forms
Timetable of activities
Recording of skill-mastery
Contract learning
Recapitulation of non-graded program activity

As a result of parent involvement in some of the above listed activities, as well as other formal and informal participation in varied aspects of the program, many questions relative to how it would effect children were posed. Parents were more interested in specifics, such as "What difference will it make for the advanced child?" than they were in the organization or mechanics of operation. In response to the indicated need a parent information letter was produced and distributed early in the program to parents of all primary level children. Additionally, classroom and lead teachers compiled lists of the most commonly asked questions. They were subsequently used, along with appropriate responses, as the basis for general information meetings held for parents.

Parent Contributions:

As a result of the closer working relationships which were an outgrowth of parent-teacher endeavor, there was an increase in the number of parents directly assisting in the classroom and in the amount of time they were able to give to such activity. In the past parents had assisted in such activities as field trip supervision, audio visual assistants, lunchroom supervisors, language assistance, and to a limited degree, tutoring. These kinds of activity continued during the period of the practicum, but there was a new dimension to the volunteer in-put.

In past years, and to a recognizable degree even through the practicum, parent participation in the educational program was pretty much restricted to assisting in a variety of supervision activities or in ways that did not tread upon the "professional" responsibilities of the teacher. There was little direct contact with children in more formal learning activity, or assistance rendered in the marking of papers and recording procedures. In the primary rooms parents occasionally would become involved in storytime, or having children read to them, or in the relating of personal experiences thought to be of interest to the children, but rarely did they tread any further. This was a result of both teacher and parent attitudes toward adult participation (other than teacher) in the classroom. In the past parents had not generally been encouraged or solicited to contribute, and did not expect to be by staff or administration.

The role of parent volunteers in the primary classes changed somewhat during the practicum. There was an obvious closer working relationship between staff and the group of parents who became involved, on a somewhat regular basis, in the non-graded program. Parents were less reluctant to ask questions and to make comments, and responses to those questions were not as evasive and couched in "educatorese." Some teachers had an increasing number of parents participating in a greater variety of classroom activity. Twenty-seven parents volunteered on a regularly scheduled or occasional basis in the eight classrooms. Their service included: individual tutoring in reading and mathematics, providing expertise in arts and craft activity, assistance in marking papers and workbooks, reading stories to small groups, assistance in helping to prepare for primary dramatic presentations, preparation of instructional materials, duplicating, filing, and other activity normally engaged in by volunteers.

## Project Coordinator and Lead Teacher Function

The selection of a staff person to act as project coordinator was made with the following considerations in mind:

- one who relates well to all teachers in the program
- possesses demonstrated leadership and organizational skills
- has no regularly scheduled classroom teaching responsibility

The teacher who served as coordinator met the above criteria, and was available for functioning on an on-going basis in all phases and levels of the program. Her regular assignment in the school is that of adjustment teacher-counselor. As such her duties include providing for individual and group guidance activity, administration of testing programs, assisting in referral procedures for exceptional children, processing of student records for incoming and transfer out students, and small group remedial and enrichment instruction. Her regular duties tied in very well with the responsibilities of project coordinator, for there was a continuing function of contact and cooperative endeavor with teachers from the primary levels.

Among the responsibilities delegated to, and carried out by, the projector coordinator were:

- advising teachers on appropriate recommendations for, or placement of, pupils in groups or levels
- assisting in selection of basal materials
- collecting and preparing needed materials
- conducting inservice meetings for teachers
- conferring with individual parents regarding pupil achievement and level placement
- conducting informational meetings for parents
- coordinating and conducting achievement testing for pupil progress from each level
- conferring with individual teachers regarding those test results and planning appropriate next steps for pupils
- advising teachers regarding instructional problems
- coordinating the ordering and distribution of books and supplies
- assisting in the development of necessary reporting forms
- conducting instructional meetings for staff members new to the program after the development and implementation phase (as the program continues or expands in following year).

The role of the coordinator and the lead teachers in contributing to the success of the practicum cannot be understated. In the body of this report mention is made of the activity of one or all of these persons on no less than twenty-four pages.

All three teachers have been assigned to the school for a number of years, and relate well, both socially and professionally, to their colleagues. During the period of time I have been assigned to the school they have consistently given indication, through their teaching performance and their willingness to extend themselves beyond the defined responsibilities of their positions, that they were exceptionally qualified and able teachers. They have taken leadership roles relative to committee work and in a variety of school projects. Examples are: coordinating science and fine arts fairs, serving as discussion leaders for Great Books groups, and serving as faculty sponsors for student council, the school newspaper, and student clubs. They are mutually respected and trusted by their colleagues, parents, and students.

Such attributes as have been described made them logical candidates for the important roles they played in practicum development and implementation.

One program administrator could not successfully assume responsibility for the many functions of the coordinator and lead teachers. Their contributions were vital to what was achieved.

The two lead teachers from the primary levels, one serving in that capacity for staff with children from levels A through F and the other for teachers with children in levels F - J, served as team leaders for their respective groups. In having two team leaders it was possible to provide a limited amount of non-classroom time (a total of six school days) for each of them, spread over a period of three months. They were then able to attend workshops, instructional materials presentations, book fairs, the Board of Education Materials Center, and to make on-site visits at other schools which had reportedly initiated continuous progress programs. They were responsible for acquiring samples of materials for staff evaluation, for reporting back to the local school and providing information about observed non-graded programs in other schools, and for assisting in the development of a staff collection of related professional literature. Further, as team leaders they helped in the development of staff in-service programs and in planning programs and conferences with parents and parent groups.

The team leaders level of involvement exceeded that of classroom teachers because of their role in organization and administration of the non-graded program. Along with the principal and the program coordinator they addressed themselves to the problems and tasks encountered in determining organization such as: getting parents involved, in-service activity for staff, skill mastery determination, pupil placement procedures, and evaluation activity. They also chaired teacher level meetings and acted as liaison persons between the principal and participating staff.

### Auxiliary Staff Participation

In the initial stages of the practicum there was little direct participation or contribution by auxiliary staff personnel. The librarian assisted in the selection and procurement of a professional library of related materials. Among the collection was a number of books, pamphlets, and articles from periodicals which were specifically addressed to the topic of non-graded programs. He also was responsible for acquiring and previewing staff development materials such as The Wisconsin Design for Reading Skill Development, an Individually Guided Education Kit, non-graded materials produced by Instructional Dynamics, Incorporated, and materials on basic reading systems from Mankato State College. The adjustment teacher continued to function in the carrying out of already mentioned normally assigned responsibilities, but also became involved, as project coordinator, in the initial activity of staff development. The physical education teacher had very limited involvement as the program began. That was only to the extent that his regular schedule called for providing physical education instruction for the level I, II, and III classrooms.

The roles and level of involvement of the three auxiliary staff persons changed, out of necessity, at the time of reorganization of classes. The adjustment teacher, in addition to her responsibilities as co-ordinator, functioned in a dual capacity with the librarian as resource persons directly serving non-graded program teachers. In a modification of her schedule mutually agreed upon by the teacher and the principal fifty per-cent of her time was to be specifically directed to involvement in the non-graded program. This meant that there would be an increase of nine periods per week during in-school time in serving the needs of primary level classrooms. Much of this time was spent during the first months in assisting teachers in determining pupil placement for the new organization. Following implementation the adjustment teacher devoted a major portion of the increased time to small group tutorial work in reading and math, working with youngsters who were functioning below indicated ability levels. She also rendered direct assistance to classroom teachers in making observations of children suspected to be exceptional, and in the preparation of referrals for individual psychological evaluations.

The librarian's program was altered in order that level A, B, and C classrooms could be scheduled for library activity during the same time block. While children were engaged in library orientation activity, storytelling, dramatization, poetry recitation with the librarian, fingerplay activities, browsing, using picture books, "show and tell", and listening experiences looking for directions, rhythms, word patterns, classroom teachers had time to collaboratively work on non-graded program development. The librarian also assisted teachers in providing co-basal and auxiliary reading materials for remediation and enrichment activity. His program was also changed in order that there would be two periods a week in which he would be responsible for social studies instruction for a level F-H classroom. The time period for these classes was at the same time other team members of that teacher were free because their children were scheduled for health and/or physical education classes.

This allowed teachers of children at nearly similar levels time for planning and related program activity. The librarian was also scheduled for one-hundred twenty minutes a week for reading enrichment activity for students in the primary program who had been identified by their teachers and the project coordinator as high achievers. For these youngsters there was an extension or regularly scheduled library activity, using dictionaries (picture for lower levels), encyclopedias, geographical and biographical tools, periodicals, and newspapers. Story anthologies were also an important part of their extended activity.

Another project related task of the librarian was to work with the coordinator, team leaders, and consultants in developing a suitable and workable correlation of the basic reading skills for the various levels on the Reading Mastery Skill Card with the reading skills developed in the basal reading series. The publisher made the major contribution to this effort, for the resources of the firm were readily available and were called upon by staff. The correlation form is included in the appendix, as are the mastery skill cards.

The physical education teacher became reluctantly involved in the program to the extent that his program was modified in order to have him serve classes at or near the same levels at the same time. His prior program called for only limited service to the lower level classes. Additionally, he had been scheduling one entire class of boys and girls at the same time, thereby freeing only one teacher for preparation or planning activity. With the lower enrollments in the primary groupings he was scheduled for either all the boys or girls from two or three classrooms - at the same time. While either the boys or girls were attending physical education classes the adjustment teacher provided group guidance activity for the remaining children who were gathered in one of the classrooms. When this was not possible or practical one of the teachers from the team worked with the remaining children in fine or practical arts. Such program modification provided additional time for collaborative planning for primary teachers. The time was not always used for planning, however, for often one or two team members worked with individual students or small groups in providing remedial instruction. Parent conferences were also often held during these periods.

Another aspect of the supportive role played by the physical education teacher in contributing to the non-graded program was a redirection of planned activities for the primary level children. The developmental needs of the children were reviewed, and physical education activity was designed around developmental sequences which would provide opportunity for muscle coordination. Locomotor skills, then adapted locomotor skills, followed by axial skills, served as the basis for lesson planning. Our purpose was to guide movement experiences in the proper progression (from the simple to the complex with the anticipation that we would assist students in the efficiency of their body movements, a prerequisite to readiness activity). Attention was given to basic skill games of loose and low organization because they allowed the children to participate as members of a team without complex skills or rules. Descriptions of games that were imitative, scattered formation, object handling, active, relay, or quiet, which were appropriate for both gymnasium or classroom, were prepared for all primary teachers. Playleaders (upper grade students) were given instruction in game supervision, and were able to engage the primary children in planned activity which could promote desired coordination. This was done during both indoor (inclement weather) and outdoor recess activity.

The rescheduling of the library and physical education, along with the involvement of the adjustment teacher, provided for needed planning time, increased service to students, and helped to make primary class scheduling more logical and sequential.

There is a morning and afternoon division of the schedule. All teachers are responsible for reading, language arts, science, and social studies, with some collaborative teaching according to strengths and preferences in social studies and science. Responsibility for fine and practical arts is shared by team members. Health, guidance, and library instruction are provided by auxiliary staff.

Under this pattern teachers are able to include flexibility enough to compensate for shorter time periods in the afternoon, and to meet exceptional instructional needs of their students. Except for blocks of time for library and physical education classes (forty minute periods) the schedule is not rigid, with wide lattitude given to the minimum and maximum minutes per week in instructional areas. For all but Kindergarten classes there are 1575 minutes per week of instructional time. Reading and language arts ranges from 900 minutes (Level A-C) to 600 per week (Level J-K). Math ranges from 70 minutes at the lower levels to 240 at the higher levels.

## Influence on Curriculum

The new organizational pattern reduced the common expectations for the students, both in what was to be learned and the rate of progression through it. The graded structure, with its graded content, instructional materials, standards, and grade nomenclature to which staff, children, and parents had been accustomed, was drastically modified. Non promotion as an adjustment mechanism was no longer an available cop-out device for administration or teaching staff. The non-graded program helped to break down the vertical lock step procedures of the past and led to more cooperative teaching by the primary teachers. The pupils, in the removing of grade designations, were presented with an instructional program which raised the ceilings and lowered the floors of anticipated performance.

The subject matter of reading and math instruction, and to a degree in other curriculum areas for a limited number of students, became more organized sequentially around fundamental concepts, generalizations, and principles relative to specific levels of comprehension and mastery. Instructional materials used by teachers were requested on the basis of the task at hand and the level of readiness rather according to the graded standard and the graded textbook approach.

With the criterion for pupil placement being the estimated "fit" of the youngster with the group rather than to the grade a very significant area of educational decision making no longer was routine, and really became part of the direct responsibility of teachers. The previously mentioned pupil placement procedures, along with the ongoing pupil appraisal made possible and necessary in such a program, placed the responsibility for diagnosis directly on teaching staff. The basic grouping procedures which grew out of the placement activity and the diagnostic activities of teachers moved the activity of staff toward teaching specific emphasis, and as reported by participating staff and observed by the principal and project coordinator, resulted in more individualization in teaching.

The concept that the non-graded program has its vertical progression based on essential educational organizing elements which are sequential, highly related, and on a continuum basis, from the most simple to the most complex, made the task of curriculum planning in math and reading a matter of more explicit planning by teachers. When our early project staff activity resulted in agreement as to the process: (1) what we were to teach, (2) how what we were to teach was to be organized, (3) how we would assess pupil competency in relation to what was to be taught, and (4) how we would evaluate the degree to which pupils had achieved required mastery, this process became less complex. Acceptance of the skill mastery concept, along with the identified levels where specific skills in reading and mathematics should be introduced and mastered, as provided in the reading and math guides of the Chicago Board of Education, was an important preliminary step. From that point staff was able to consider instructional materials, particularly in the area of reading, which were adaptable to the sequences and levels of the guides. Our attempt to create a curriculum orientation of skills and concepts stated in behavioral terms led to an acceptance of the content as being vehicular in nature and a realization that we could use it for the purpose of teaching the skills and concepts. Adherence to the learning sequences accepted in the guides, and subsequent correlation of adopted instructional materials to the prescribed skills and levels, allowed for an increase in curricular adjustments thought to be necessary for satisfying the varying learning styles of individual students. Staff was able to modify content and alter the rate within different sequences.

The non-graded program effected the curriculum in other ways. More primary level children were engaged in library related activity than ever before. Physical education instruction for level A - B children was initiated. Primary classes had an increase in fine and practical arts activity, with teachers having an opportunity to provide instruction in areas of personal strength and interest for children from inter-class groupings. As part of the effort to provide more collaborative planning time for primary teachers, the adjustment teacher provided group guidance, and there was an increase in health and safety instruction on a more formal basis than had been the practice during the preceding graded organization.

Some classroom teachers modified their program of time distribution in order to provide additional instructional time in the curriculum areas of language arts and mathematics. This was particularly true for pupil groupings of age range children who were performing at generally lower levels of achievement than their peers.

Another aspect of curriculum modification was the remedial reading and math instruction, provided by the adjustment teacher, for individual students and small groups. There was close program planning between the classroom teachers and the tutor, both in diagnosis and prescription of specific learning problems. Material used for this activity was subject to approval by both teachers, and the work of the student was reviewed by them on a bi-weekly basis.

Programs for other children were also modified as a result of individual psychological evaluations. During the course of the practicum eight of the children who, in cooperation with their parents, were referred for such evaluations provided by the Bureau of Pupil Personnel Services, were recommended for enrollment in moderate learning disabilities classes. As is the case for almost every special education eligible child in the city, there are long waiting lists for special education classes. Through persistent action by the local school principal, with the support of the representative parent groups from the school, the District and Area offices were constantly aware of the special needs of the students as regards instruction provided by an MLD trained professional. The outcome of the concerted effort was the assignment of an itinerant learning disabilities teacher to the school for two days each week. The learning disability children were mainstreamed, remaining in regular classrooms with their peers for the majority of their instructional time in school. According to the nature of their individual learning problems and their levels of development, they were scheduled as individuals and in small groups for instruction and training, provided by the learning disabilities teacher, on a twice weekly basis. Staffings were held in late June for each of these children. Attending were the learning disabilities teacher, homeroom teacher, adjustment teacher, psychologist, nurse, and a parent or parents. Written summaries of the programs and progress for each of the children indicated that in all but one of the cases there had been observable and measurable progress.

The curriculum for these youngsters, prescribed by the school psychologist and the learning disabilities teacher, was distinctly different only to the extent that instructional materials used for the bi-weekly special education sessions were not those used in the primary non-graded program.

## Reporting and Recording

During the course of the practicum endeavor over twenty different forms, each with a different purpose or function, were developed. Copies of all forms are included in the appendix of the Practicum Report. Some were for the purpose of determining staff and parent attitudes, others for giving program direction, some for purposes of communication, and others for use in reporting necessary intra class and school information.

Parent forms, aside from those which were generally informational or for purposes of meeting survey needs, included three for reporting pupil progress in the non-graded program. One was for notification that the child had successfully mastered objectives at a specific level in a given curriculum area. Another was for essentially the same purpose only in the area of reading, and indicated past and current levels, as well as a new room/group assignment. A third was a school request for parent conference, made when a pupil had demonstrated ability to function at a given level, but was not achieving satisfactorily.

Another form developed specifically for use in the primary program is a Parent Teacher Conference Record. Teachers can indicate the pupil's name, room, age, and year in school. Achievement levels in reading and math can be recorded for the beginning and ending of the school year. For informational purposes there is an anticipated progress table which shows age, year in school, and reading and math levels. There are listed sixteen different discussion areas which are relevant to the pupil in the non-graded program. Classroom staff members can indicate the general purpose of the parent meeting and make specific notation regarding the nature of the conference. The form is prepared in duplicate, with the original to the parent and the duplicate becoming part of the child's cumulative record. Teachers have found the form to be functional, and it still permits them to meet the requirements of the Family Educational Rights and Privacy Act of 1974.

The Primary Classroom Report of Student Distribution by Reading or Math Levels is completed by each teacher on a quarterly basis through the school year. The form provides staff and administration with an ongoing picture of the reported levels of pupil achievement through the school year. Comparisons with prior reports indicate level progression on a continuing basis. The form is used for two major reasons. It quickly provides a picture of overall class skill mastery, as indicated by levels reported by teachers. When a significant number of pupils from the class groupings are progressing at faster or slower than normal rates this is readily evidenced in the report. Classroom teachers, lead teachers, the coordinator, and the principal met following the submission of the reports to analyze the results and to modify classroom groupings and instruction as the need was indicated. One outcome of this activity was a more intensive effort to accurately assess levels of achievement and to provide more individualization for those pupils who were reported to be functioning at slow or accelerated rates.

A second function of the report was to allow the coordinator and principal to more accurately plan for pupil groupings for the succeeding school year. Information obtained from this form, Pupil Progress Reports, the Classroom Roster Reading Progress Report, and teacher recommendations provided the basis for primary class assignments for the 1975-76 school year. Additionally, pupils moving into intermediate level classes were similarly grouped for the extension of the program to those levels in the coming year.

The Classroom Roster Reading Report was designed as an instrument for use by the administration to assist in the aforementioned organization for the following school year. Students are listed on the form according to reading levels, the highest first, in descending order. Boys and girls are listed on separate forms. This makes it easier to plan for groupings that take into account the number of male and female students in each homeroom. The form is completed in triplicate by each classroom teacher, who fills it in completely with the exception of the column which indicates the new room assignment for the following year. The coordinator and principal, after taking into account the previously mentioned considerations regarding pupil achievement levels, completed the form, returning one copy to the classroom teacher. This was done two weeks prior to the end of the school year. This allowed adequate time for teachers to make necessary postings on various records, and to prepare for the sending of records and materials to receiving teachers. Teachers were also able to draw profiles for incoming groups, and to acquire or make requests for instructional materials for use in the fall.

Two forms were developed for specific use with the newly adopted basal reading series. A Pupil Record-Basal Reading Series, Entry Into Program - Information form is maintained for each pupil in the program. The students name, age at date of entry, room, the date, and reading level are entered when he/she is introduced to the program. The form indicates reading achievement levels A-H, corresponding basal reading series levels, and text titles. Teachers record starting and completion dates for each level through the primary program. They can also indicate a need for continuing work at a given level.

Another form developed for use as part of the student program record is the Basal Reading Series -

Unit (Pre) Test Record. In effect it is a class roster, prepared according to pupil level groupings within the class, which permits teachers to indicate pupil responses to four different unit pre tests. As has been stated, unit pre tests were administered upon completion of various reading units in order to determine the extent of pupil mastery and for diagnostic planning for reading instruction for individual pupils. The coordinator and classroom teachers met every six weeks to review the information revealed on this form. Outcomes of this activity included provision for additional remedial instruction for some students, review of individual student progress and activity in the reading program, acquisition of co-basal and other reading material which provided opportunity for review of certain skills, and recommendation for individual psychological referrals for students exhibiting symptoms indicating unusual or exceptional learning problems.

Another form developed locally was titled Student Transfer Information. The rate of pupil transciency at the school is not significantly high (6% leaving during prior school year) but when pupils did leave usually their parents were transferring them to parochial schools in the area or were moving to the suburbs of the city. The parochial schools are all organized on a graded basis, as are most of the suburban schools. The transfer form was designed to make less difficult for children and parents the transition to a graded program. It provides the receiving school with basic information, reading and math levels and their graded program equivalents, a general performance rating in the two areas, and information about the basal reading series.

Other forms included: pacing charts which correlated the Holt reading series levels with non-graded program levels A through J, a typical correlation table tying in the Reading Mastery Record Card levels, pre and post parent non-graded program survey forms, administrator survey form, pre and post staff assessment surveys, staff evaluation forms for in-service activity and pupil placement procedures, and an informational letter distributed to all parents at the onset of the program.

Forms not locally developed but still an integral part of the program are the reading and math mastery record cards.

New Pupil Articulation

Early in the development stages of the practicum the the coordinator and participating teachers recognized the importance of planning for articulating primary level transfer students new to the school into the non-graded program. The procedure had to be one which would place the child at the level of operation where he could function best.

Activity for meeting this need included the consideration of test data reported on student transfers, interviewing of the children and their parents by the coordinator, an informal test of reading achievement, and administration of unit pre test materials which are part of the basal reading series.

Prior to any testing, at the time the child first appeared at the school with a parent or guardian, a conference was to be held. Either the principal, the coordinator, or a lead teacher, depending upon availability, met with the parent and discussed the non-graded program, its objectives, organization, and anticipated outcomes. Purposes for the informal test of reading achievement and the basal reading series test were explained. The parent was invited to be present at the time of the informal testing, which usually consisted of reading from a book thought to be at the level reported by the sending school. Another important part of this initial parent orientation meeting was an unstructured interview in which the school staff person attempted to gain information regarding factors which might influence the child's performance at school. Consideration was to be given to past academic and social behavior, vision or hearing disabilities, language problems, other unusual health factors, physical and social maturity, siblings and sibling relationships as reported by parents, and progress reports from the previous school. Parents were requested to provide work samples, if possible, for consideration by the new classroom teacher.

In a few cases sending schools were efficient to the extent that records for the new pupil arrived within a day of the enrollment of the child. In such cases test data, recorded achievement, and prior teacher observations and recommendations offered some information which could be considered by the coordinator as she attempted to ascertain the best possible initial placement for the child.

In every case the parent was extended an invitation by the new classroom teacher to return at the end of a two week period for classroom visitation and a follow-up parent-teacher conference. At the time of entry testing carried on by the coordinator, the parent was told that the first placement was tentative. Teachers and the coordinator were, during that period, to make careful observation of the child during the trial basis, with a view toward reassignment to a new level if it appeared that such action would best suit the particular needs of the pupil. At the time of the two week conference parents were informed of the child's performance at that level and the reasons, if any, for recommendation for placement in a new group or classroom. They also were given an opportunity to peruse the materials being used for reading and math instruction, and the teacher or coordinator attempted to show the relationship of the materials to the skill/mastery objectives for that level.

Of the eleven students who transferred into the ungraded program during the first year eight remained at the initial entry level at the end of the two week period. Two were reassigned to a higher level, and one to a lower level. Seven parents came to school for the two week conference. Two of the four who did not appear indicated that for reasons of employment that they could not come to school. Another was reportedly caring for a seriously ill parent in the home, and the remaining parent stated that three pre-school aged children at home prevented her from appearing. In three cases the conference was held, by classroom teachers, via the telephone. Examples of pupil work and materials being used, which were the subject of the phone conversations, along with written comments from the teacher, were sent home. In the fourth case the project coordinator made a home visit. This happened to be the child who was moving to a lower level, and it was thought to be important that personal contact be made.

In each of the situations described all four parents appeared later in the school year for an evening open house activity, at which time special conferences with them were held by the classroom teachers.

The merit of these placement procedures, and those employed for those pupils being placed at the beginning of the project, was evaluated by primary teachers in June, 1975. The form used for that purpose is included in the appendix, and the results reported in the evaluation section of the report.

## Pupil Referrals

One of the objectives of the practicum was to make teachers more conscious and aware of pupil behavior and performance which could be symptomatic of problems underlying exceptional achievement. It was anticipated that emphasis given to these considerations would result in teachers initiating an increased number of requests for individual pupil examinations. The procedure in

Chicago public schools is for teachers, upon observing any pupil characteristics which prevent the child from adjusting to the classroom setting, or making what is thought to be achievement commensurate with the child's potential, to complete a referral slip requesting an individual psychological study.

A series of staff development meetings, conducted by a practicing school psychologist, a learning disabilities teacher, a speech therapist, an EMH teacher, a teacher-nurse, and the coordinator, dealt with a variety of topics relative to the symptomology of behavior of children with exceptional needs. The psychologist presented information which was general in nature, pointing out that children should be considered for referral who demonstrate: physical handicaps, timidity or withdrawn behavior, aggressive or hostile behavior, inability to relate to others, failure to achieve at expected levels, excessive truancy or tardiness, and symptoms which might indicate a child with minimal brain dysfunction or brain injury. The learning disabilities (L.D.) teacher presented for the staff typical kinds of pupil behavior, and enumerated a number of symptoms which classroom teachers could readily recognize in the classroom which point to the possibility of the child having a learning disability. Teachers were made aware that one or two symptoms standing alone do not diagnose the child as having a learning disability, but that a combination or pattern of symptoms suggested the need for referral and a subsequent diagnostic work-up.

The speech therapist familiarized the staff with her role, and that of the classroom teacher, in a speech therapy program. Screening procedures for identification of pupils in the first and third year of school, along with retests of children with known speech problems, were described. Case selection, scheduling, therapy design, and execution and dismissals were other aspects of the therapist's role which were presented. She also provided staff with information regarding identification of speech problems which would aid teachers in making referrals.

The educably mentally handicapped teacher (EMH) presented information on the criteria for identification of the mentally retarded, keeping in mind the purpose of such identification procedures as being the determination of academic potential and proper class placement. Procedures in psychometric and educational criteria (mental test scores and school achievement) development were discussed, as were generic terms for identified levels of retardation. The presentor also addressed the topic of the developmental characteristics of the mentally retarded, and became involved with staff in a very active discussion relative to philosophical considerations. Emotional involvement and the greater degree of social and personal adjustments that mentally retarded persons must make, compared to those which confront the more, or less, intelligent elicited many queries and responses. Social rejection, extremely limited vocational opportunity, and even fewer leisure time activities, all were part of the commentary of the sessions.

As a result of more careful observation of individual pupil behavior in the classroom setting, and an increased willingness on the part of staff to make written anecdotal notation of atypical performance, there were increases in the number of requests for individual child studies submitted to the principal. Procedures were established for a conference, attended by the principal, classroom teacher, and the coordinator, at which time all pertinent information and data entered on the Request for Individual Examination form was reviewed. Upon reaching agreement regarding the need for such an examination, either the principal or the coordinator conferred with the parent or parents, discussing the reasons for the requested exam. Written parental consent was given in each case where the request was forwarded to the Bureau of Child Study.

Figure 5 reflects the number of such referrals during the practicum period and for the similar period during the previous school year.

FIGURE 5

Teacher Referrals - Psychological Examinations

Recommendations and Placements

1973-74 and 1974-75

| | 1973 - 1974 | 1974 - 1975 |
|---|---|---|
| Number of Cases | 11 | 27 |
| Placement, Recommendation, Follow-up activity | | |
| Moderate Learning Disability | 2 | 8 |
| Speech Therapy | 1 | 3 |
| Reading Clinic | 2 | 7 |
| Gifted Program | 1 | 3 |
| Educably Mentally Handicapped | 2 | 1 |
| Bilingual Tutor | 0 | 1 |
| Severe Learning Disability | 0 | 2 |
| Social Worker Referral | 1 | 2 |
| Adjustment Teacher Tutee | 1 | 6 |
| Family Counseling | 3 | 4 |
| Total - Combined Services | 13 | 37 |

Figure 5 reveals that the number of children who were recommended for individual evaluation during the practicum period more than doubled that of the preceding period. In both periods the combined kinds of services provided or pupil placement exceeded the number of cases. This is a result of the recommendations of the psychologists, who in many cases indicated a need for specific placement and/or multiple services. One child is now receiving instruction from an itinerant learning disabilities teacher and the speech therapist. In the same case there was a social worker follow-up, resulting in the family becoming involved in family counseling. The service or placement for that case then appears in four different areas for the 1974-75 school year.

The significance of the data illustrated in Figure 5 is that much increased service, on an individual or small group basis, is being provided for children as a result of increased teacher concern and awareness. Fourteen more children have some kind of special placement or instruction provided, in an attempt to meet their individual needs, than during the preceding like period. This cannot be explained away because of an increased enrollment in the primary levels, or because of newly assigned teachers doing a more thorough job. Enrollment was actually nine less than the previous year, and the staff serving primary children has not changed.

Another positive outcome of the concerted effort to identify exceptional children in the primary level population is that the services provided for moderate learning disability children will be increased in the following school year. In 1973-74 there were two children being provided instruction, on a two period per week basis, by an itinerant L.D. teacher (one who serves a number of schools during each school week). This number was increased to ten during the practicum period. The larger number of children enabled the principal to request authorization for a full time moderate learning disabilities division for 1975-76. This request was approved by the district and central offices in June, 1975. In September, 1975 there will be a trained, qualified, and experienced L.D. teacher at the school on a full time basis. She will function as an L.D. resource teacher, which means that children will still be mainstreamed (assigned to a regular home room). On a daily basis, in individual or small groups as indicated by their particular needs, they will report to the L.D. teacher and receive special instruction and training for one period daily.

## Pupil Progress

Procedures for assessing pupil level placement have already been described. The use of unit post test materials accompanying the basal reading series provided means for determining progress as well as proper level placement through the practicum period. This did not, however, satisfy the need for determining rate of pupil movement through the reading program, particularly when considering the unique abilities of individual children. Further, assessment had to be made of pupil progress in mathematics.

The project coordinator, the lead teachers, and publisher's consultants worked at the development of pacing charts which would reflect anticipated reading unit level accomplishment for the primary classes. These charts were to correlate local school pupil levels (A - J) to the basal reading program levels for grades one through three (levels 1 - 13). Three tracks which reflect progress for children who had demonstrated less than average ability, average ability, and those capable of rapid progress, were identified for children in kindergarten, first year, second, and third year in the primary program.

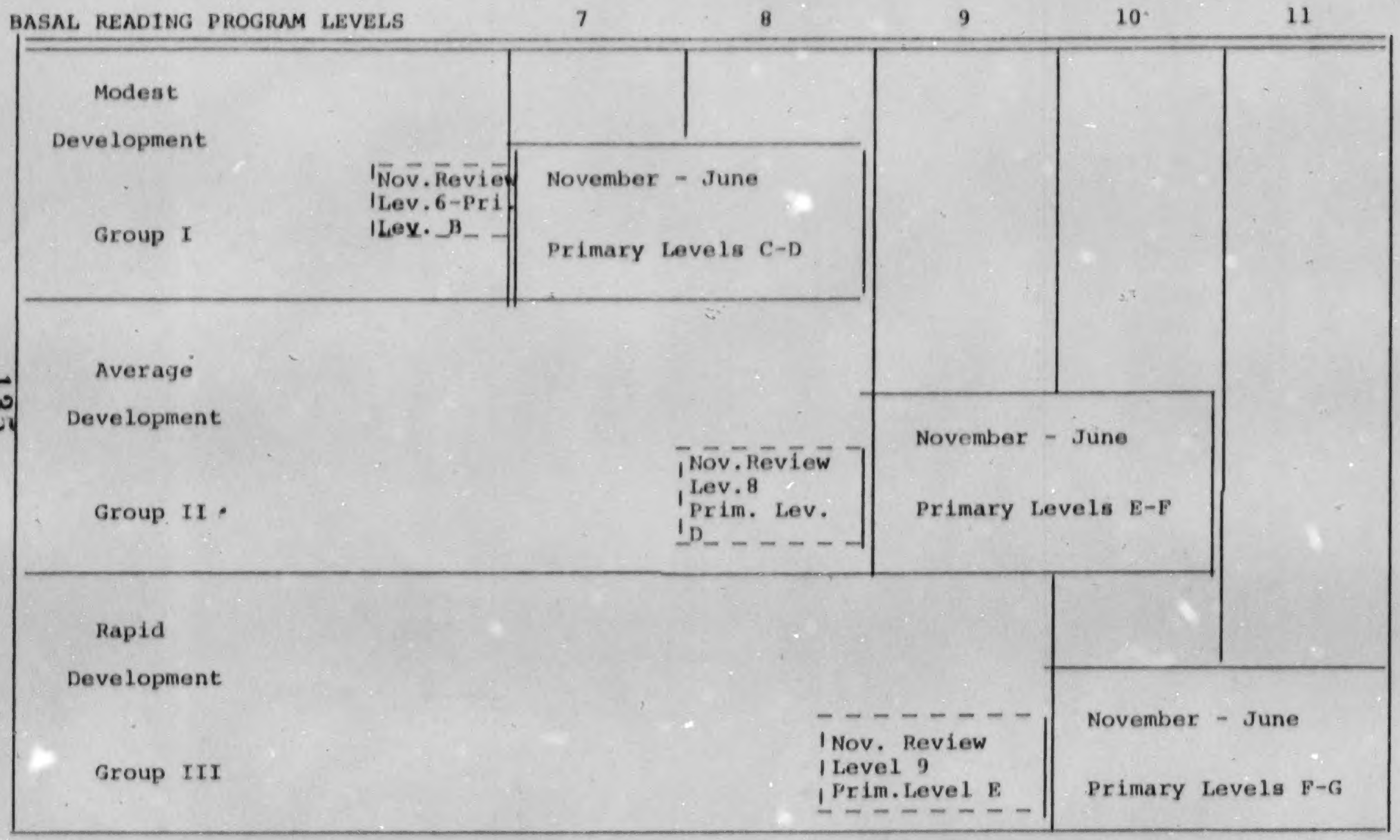
FIGURE 6

**AGE GROUP 5 AND 6 - PACING CHART - ABILITY GROUPS**

| BASAL RDG. PROGRAM LEVELS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| Modest Development<br>Group I | Nov. - Dec. Prim. Lev. A | Jan. - Feb. Prim. Lev. A | Feb. - April Prim. Lev. B | | March - June Prim. Lev. B | | | | |
| Average Development<br>Group II | Nov.<br>Review Dev. Pre-Skills | Nov. - Dec. Prim. Lev. A | Dec. - Feb.<br>Primary Level B | | | | Mar. - Apr. Prim. Lev. C | May - June Prim. Lev. D | |
| Rapid Development<br>Group III | Nov. | Review as per Pre-test | Dec. - Jan.<br>Primary Level B | | | | Jan. - Mar. Prim. Lev. C | Mar. - Prim. Lev. D | Apr. - June Prim. Lev. E |

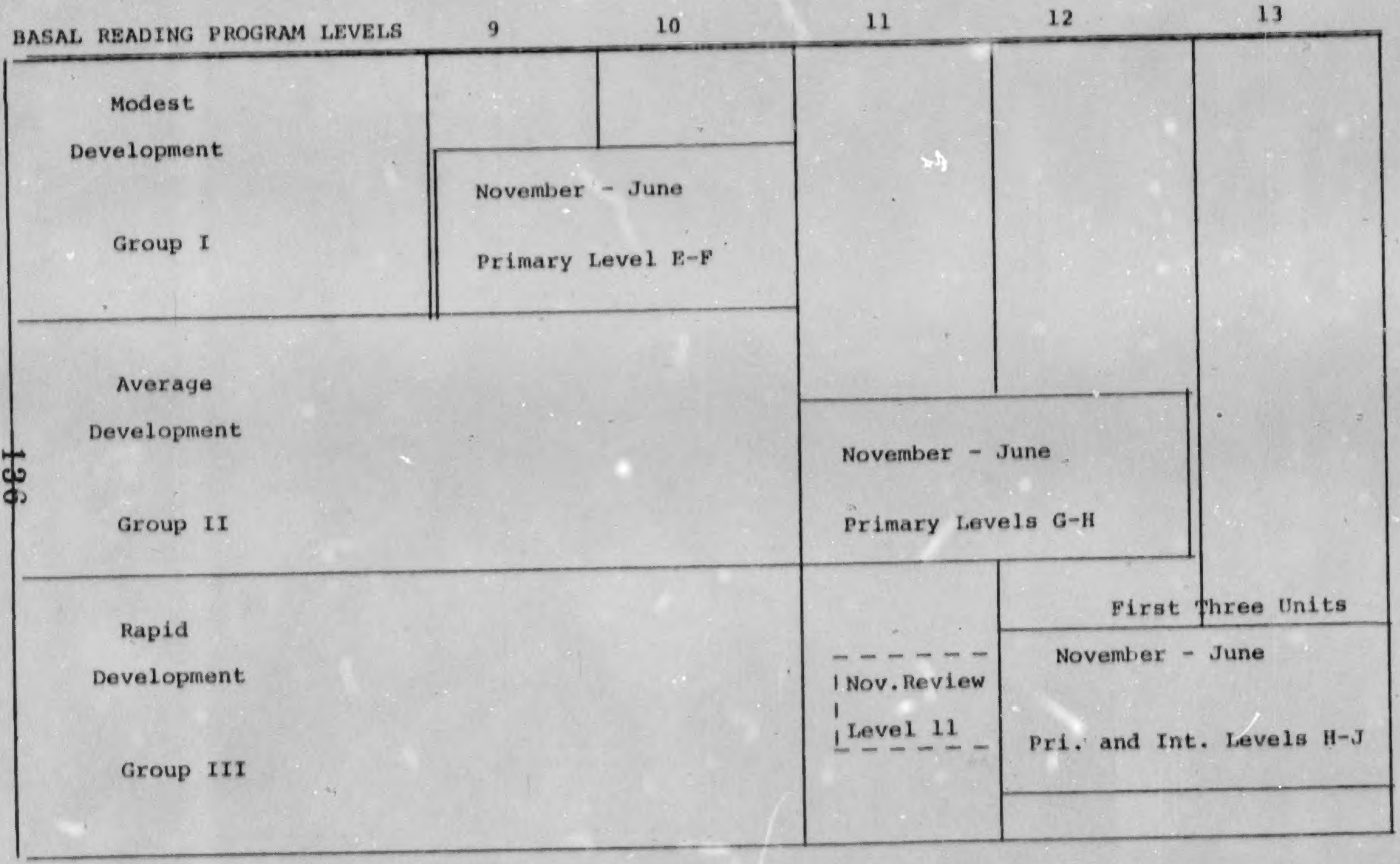
FIGURE 7

AGE GROUP 7 - PACING CHART - ABILITY GROUPS


BASAL READING PROGRAM LEVELS
7
8
9
10
11
Modest
Development
Group I
Nov.Review
Lev.6-Pri.
Lev. B
November - June
Primary Levels C-D
Average
Development
Group II
Nov.Review
Lev.8
Prim. Lev.
D
November - June
Primary Levels E-F
Rapid
Development
Group III
Nov. Review
Level 9
Prim.Level E
November - June
Primary Levels F-G

FIGU[illegible] 8

AGE GROUP 8 - PACING CHART - ABILITY GROUPS



The charts in figures 6, 7, and 8 served as an overview for teachers and administration in that they graphically portrayed anticipated pupil progress through the reading program, according to teacher judgement of the ability levels of individual children. They obviously could not be considered hard and fast guidelines which determine what students must accomplish in a given time period. The uniqueness of the learning rates of individual children, and all the other variables which determine progress, dictate that there would be some deviation from anticipated progress levels for children from all three groups. Such was the case, as reported by primary teachers, for eight percent of the population involved in the non-graded program. Restriction of time, personnel, and resources prevented intensive investigation of this outcome. The appropriateness of anticipated level achievement for the three groups needs further refinement, as does the accuracy of the classification of students into one of the three groups, which was made mainly according to past, and then current performance, as judged by classroom teachers. Based upon the practicum experience continued attention to this aspect of the endeavor will have to be made during the subsequent school year. Revision will also have to include the total school year, rather than the limited period of the practicum, November through June.

In spite of their shortcomings there still was utility in using the pacing charts. The correlation of the primary reading levels of the school to the levels found in the basal reading series, presented graphically, provided useful guidelines. Progress reports to parents during the practicum indicated the local school primary reading level at which the child was functioning. The pacing charts also served the principal, coordinator, and lead teachers as they dealt with parents and parent groups in attempting to bring about better understanding of skills, mastery, and level (rather than grade) designations.

Perhaps the one aspect of determining pupil progress which has the greatest significance for parents, and regretfully so for educators, is the over-reliance placed on the results of standardized achievement tests. This is particularly true when parents and teachers, in their interpretation of test data, insist on equating percentiles, grade equivalents, stanines, or whatever, to grade level designations. This is one of the problems, as mentioned in an earlier section of this report, that must be dealt with in the implementation of a non-graded instructional program.

However, for the purposes of determining progress in a traditional manner, and the relative ease with which comparative data can be produced, results of standardized testing programs must be mentioned, even though the outcome may show less than what was anticipated. The effort of the practicum has to be evaluated in light of stated objectives, and one of the objectives was that the reading and arithmetic achievement gains of participating pupils would be equal to, or would exceed, the level of gain for the preceding nine month period. However, there are circumstances which negate the accuracy of such an attempted assessment. The city-wide testing program of the Chicago Public Schools has been in a state of flux for the past three years. The Bureau of Pupil Personnel Services has been attempting to evaluate standardized testing programs and has mandated a variety of testing programs during these years. The purpose was twofold, to find testing instruments which were the least culturally biased, and to work toward the use of city rather than national norms in reporting test results.

In 1972-73 the Test of Basic Experience (TOBE) was administered to kindergarten children. California Achievement Tests (CAT), Levels 1 and 2, were administered to primary level children. The Iowa Tests of Basic Skills, Form 6, Levels 10-14, were used for grades 4-8. In 1973-74 no tests were administered to 1st grade children. The TOBE was again used for kindergarten. Children in grades 2 and 3 were tested in reading and math. Iowa Tests of Basic Skills were used for grades 4-8. In 1974-75 primary 1 children were not tested, and the Iowa Tests were used in all other levels throughout the school. As of the writing of this report the Iowa Tests will be used at all levels, except kindergarten, in all Chicago elementary schools during the coming year.

Figure 9 reveals that the language and mathematics scores of children from kindergarten (levels A-B), with approximately the same number of cases during the three reporting periods, were lower in 1973-74 than the preceding period. In 1974-75 the scores rose to a level that almost equaled the 1972-73 period.

For the past six years the results of the city wide testing program have been a matter of public information. Local school scores are published in an annual report which receives wide dissemination. The Reports on the City-Wide Testing Program, Chicago Public Schools, 1972-73, and 1973-74 reveal the information presented in figure 11. For the purposes of this report scores are given only for Primary Levels II, III, and year 4 for 1972-73, 1973-74, and 1974-75.

FIGURE 9

## TEST OF BASIC EXPERIENCES - SUMMARY

## KINDERGARTEN (LEVELS A-B) 1972-1973, 1973-74, 1974-75

| LANGUAGE | 1972-73 | 1973-74 | 1974-75 |
|---|---|---|---|
| N= | 67 | 66 | 69 |
| Raw Score Mean | 22.5 | 20.3 | 22.2 |
| Percentile Rank (PR) Mean | 83 | 40 | 74 |
| Stanine Mean | 7 | 4 | 6 |
| 75th Quartile P.R. | 95 | 74 | 95 |
| 75th Quartile Stanine | 8 | 6 | 8 |
| 50th Quartile P.R. | 83 | 51 | 83 |
| 50th Quartile Stanine | 7 | 5 | 7 |
| 25th Quartile P.R. | 63 | 31 | 52 |
| 25th Quartile Stanine | 6 | 4 | 5 |

| MATHEMATICS | | | |
|---|---|---|---|
| Raw Score Mean | 22.7 | 20.1 | 21.1 |
| Percentile Rank (PR) Mean | 86 | 50 | 70 |
| Std. Deviation | 3.2 | 3.6 | 3.0 |
| 75th Quartile P.R. | 96 | 80 | 92 |
| 75th Quartile Stanine | 9 | 7 | 8 |
| 50th Quartile P.R. | 86 | 50 | 80 |
| 50th Quartile Stanine | 7 | 5 | 7 |
| 25th Quartile P.R. | 70 | 33 | 44 |
| 25th Quartile Stanine | 6 | 4 | 5 |

## FIGURE 10

## RESULTS OF THE CITY WIDE TESTING PROGRAM EXPRESSED IN GRADE EQUIVALENT UNITS

### 1972-73 *C.A.T. - READING COMPREHENSION (Date Tested - May, 1973)

| | PRIMARY II | PRIMARY III |
|---|---|---|
| NAT. MEDIAN | 2.8 | 3.8 |
| CHGO. SCH. MEDIAN | 2.5 | 3.2 |
| CHGO. SCH. MEAN | 2.6 | 3.4 |
| SCHOOL MEDIAN | 3.1 | 4.0 |
| SCHOOL MEAN | 2.9 | 4.1 |

*California Achievement Test

### 1972-73 C.A.T. and I.T.B.S. - READING COMPREHENSION and MATHEMATICS

| ELEMENTARY SCHOOL | CAT COMPR PRI.II | CAT COMPR PRI.III | CAT MATH PRI.II | CAT MATH PRI.III | ITBS COMPR 4TH YR | ITBS MATH (TOTAL) 4TH YR |
|---|---|---|---|---|---|---|
| NAT. MEAN | 2.8 | 3.8 | 2.8 | 3.8 | 4.8 | 4.8 |
| CHGO. SCH. MEAN | 2.5 | 3.2 | 2.6 | 3.4 | 3.7 | 4.0 |
| SCH. MEAN | 2.9 | 4.1 | 2.8 | 4.0 | 5.0 | 5.4 |

*Iowa Test of Basic Skills

### 1973-74 C.A.T. and I.T.B.S. - READING COMPREHENSION and MATHEMATICS

| ELEMENTARY SCHOOL | CAT COMPR PRI.II | CAT COMPR PRI.III | CAT MATH PRI.II | CAT MATH PRI.III | ITBS COMPR 4TH YR | ITBS MATH (TOTAL) 4TH YR |
|---|---|---|---|---|---|---|
| NAT. MEAN | 2.8 | 3.8 | 2.8 | 3.8 | 4.8 | 4.8 |
| CHGO. SCH. MEAN | 2.5 | 3.1 | 2.6 | 3.3 | 3.8 | 4.1 |
| SCH. MEAN | 2.8 | 4.2 | 2.8 | 4.0 | 5.1 | 5.2 |

### 1974-75 IOWA TEST OF BASIC SKILLS - READING COMPREHENSION and MATHEMATICS

| ELEMENTARY SCHOOL | ITBS COMPR PRI.II | ITBS COMPR PRI.III | ITBS MATH PRI.II | ITBS MATH PRI.III | ITBS COMPR 4TH YR | ITBS MATH (TOTAL) 4TH YR |
|---|---|---|---|---|---|---|
| NAT. MEAN | 2.8 | 3.8 | 2.8 | 3.8 | 4.8 | 4.8 |
| SCH. MEAN | 3.2 | 4.0 | 2.9 | 3.6 | 5.6 | 5.8 |
| *CHGO.SCH. MEAN | | | | | | |

*Information not yet published

Because of the variables and lack of systematic control over the testing programs during the periods reported the findings can hardly be considered conclusive. Following the Primary II group through the three school years, the grade equivalents were 2.9 in 1972-73, 4.2 in 1973-74, and 5.6 in 1974-75. The group had a reading mean gain of 1.3 going from their second to third year, and a 1.4 gain from the 1973-74 to the 1974-75 reporting period. The same group reflected a mean gain in math of 1.2 between the second and third year tests, and a 1.8 gain in 74-75 as compared with their third year grade equivalent. The Primary II group of 1973-74 had a reading gain of 0.8. The data indicates that achievement gains during the practicum were generally equal to, or exceeded, the gains for similar preceding periods. No substantial claims can be made regarding the data because of the difficulty in following groups through the periods identified, and the variations in the testing programs of the Chicago public schools. In succeeding years, as uniform procedures and testing instruments are used (the Iowa Test of Basic Skills will be used from Primary II through the eighth year) more conclusive evidence should be available regarding the outcomes of the standardized testing program. Careful use of the test should reveal different rates of skill development and provide continuous measurement of growth in the fundamental skills. Selection of appropriate levels of the tests, with overlapping ranges of achievement (levels 7-14) using such subjective considerations as objectives of instruction represented by the test level, item difficulty, and previous year achievement test results, should permit staff to use the test as an instrument for teaching. As the non-graded program is extended to higher levels in subsequent years a more intelligently controlled and utilized testing program should contribute to the efficiency and success of the program. The program coordinator is presently planning for staff development activity for the coming school year which will focus on teacher administration, interpretation, and use of test results in improving instruction. Behavioral objectives, levels of expectation for individual students and setting levels of expectation for averages, diagnosing major areas of pupil strength and weakness as well as specific difficulties, familiarity with item analysis, all will be part of staff involvement. In follow-up procedures teachers will give more attention to skills classifications covered in the various tests, and to the suggestions provided for individual and group improvement of skill development and maintenance.

## Use of Materials, Equipment, and Facility

During the developmental stages of the practicum staff determined that there would have to be more intelligent and efficient use of instructional materials and equipment, and when possible, of building facility. As has been mentioned, funds for material and equipment are allocated according to student population. The smaller than average school enrollment, and the extension of grade level offering to grades seven and eight, made only in the past two years, has severely limited the school as attempts were made to acquire equipment. The purchase of one 16mm motion picture projector or a microprojector would totally expend the school's equipment allocation for an entire year.

Scheduling in the past had favored upper level classes in the use of the all-purpose room and library. Departmental teachers dominated the use of audio-visual equipment for a variety of reasons. They felt their needs to be greater, their rooms are closer to equipment storage areas, and the audio-visual assistants, other than parent volunteers, were from upper grade classrooms. In addition, they actually planned for the acquisition of tapes, records, transparencies, filmstrips, films, recorders, radios, etc. on a more regular basis than did primary and intermediate level teachers. Upper grade teachers also were less reluctant to use the library and all-purpose room, when those rooms were not scheduled for use, in providing for the instructional program planned for their groups.

Records maintained by the staff audio-visual coordinator, relative to requests for equipment use and the ordering of teaching aids by teachers, reflect an eleven percent increase in equipment use, by primary staff, over the preceding school year period. The fact that a non-graded program was implemented is obviously not directly related to the increase. However, part of the activity of the program contributed to wider, and as observed by the project and A-V coordinators, more intelligent and productive use of equipment and materials.

Part of the staff development activity dealt with the operation and potential for use of various kinds of equipment. Teachers, after indicating their areas of proficiency, directed others in the use of such equipment as an overhead projector, cassette and tape recorders, language master, 16mm projector, opaque projector, copy and duplicating machines, sound filmstrip and filmstrip projectors, record players, and a portable public address system. A consultant from the Division of Visual Education made presentations showing the variety of instructional uses for the overhead projector and recording equipment.

The local school A-V coordinator, on a biweekly basis, directly assisted primary teachers in the ordering of instructional films, recordings, transparencies, etc., from the Division of Visual Education. Another contributing factor to the increase in use of equipment and instructional material were some of the components of the newly adopted reading program. Vocabulary vinyl overlays, phonic picture card transparencies, filmstrips for story and poetry dramatization as well as language visualization of cue systems for decoding, records, and other materials are part of the reading program. In order to totally implement the reading system teachers had to have the ability to use A-V equipment, and the availability made possible by restructuring the priorities for equipment use.

Primary teachers also increased their use of the all-purpose room and the library. In the preceding year primary children attended the library on a once a week scheduled basis. Activity in the all-purpose room was similarly scheduled, the children in the past appeared for physical education classes weekly and compulsory class participation in a bi-annual assembly program.

As teachers engaged in more collaborative planning they provided for instructional activity which went beyond the confines of individual classrooms. Level

E-F and G-H groups presented dramatizations, a part of their language arts activity, for other primary rooms, either through classroom visitation or in larger primary groupings in the all-purpose room. The librarian, working with different inter-class groupings, engaged the children in reacting to story telling, and using filmstrips and recordings occasionally presented different interpretations of favorite stories. The library is particularly suited to large primary group activity. It is large, well lighted and equipped, carpeted, and adaptable for flexible use.

As has been stated, the librarian and the physical education teacher both serve the school on a less than full time basis. This permits other staff members to plan for use of the all-purpose room and library, on the days they are working at another school, without causing conflict with scheduled use. Primary teachers, planning and working together as a team, took advantage of this opportunity and in the Spring of the current year held a primary science fair. The primary classes also presented a social studies fair which encompassed major concepts in the social studies primary curriculum.

The additional involvement of primary rooms in inter-class and large group activity did not release teachers from responsibility for common staff supervisory duties or from class participation in regularly scheduled assembly programs. School and community have traditionally accepted such programs as a logical part of the educational enterprise, and parent attendance (and assistance) has always been high. It appears that the level of primary staff planning and activity somewhat isolated the primary teachers from the intermediate and upper level staff. Free time was generally spent in work related to the non-graded program. Teacher preparation periods reportedly became less social, the dialogue not being concerned as much as had been in the past with personal matters and common non-school related interests.

This outcome is not necessarily a positive one, for the common mutuality of purpose for staff can be accomplished only through the maintenance of good working and interpersonal relationships. There was a concerted effort to keep the total staff abreast of the non-graded program development and implementation, but this did not negate the fact that a large segment of the staff was engaged in non-graded program activity for an extended period of time, and that this activity diminished opportunity for involvement with other teachers. This aspect of the activity will receive attention as the program is extended to the intermediate levels. Primary teachers obviously will be able to contribute to a successful extension of the program. Attention will have to be given to getting upper level teachers involved in the coming year, rather than waiting until they are directly participating in a subsequent year.

Cooperative planning for total facility use, by teachers from all levels, can be a part of that involvement. Agreement regarding program priorities, rather than dictate and vested interests, should be the basis by which such decisions and determinations are made in the coming year.

## EVALUATION

The development of practicum objectives has been covered in the body of this report. Restated objectives were identified on pages 8 and 9. For purposes of evaluation they are again identified as they appeared in the Maxi II Memorandum of June, 1975.

### OBJECTIVES

Staff will cooperatively develop a guiding philosophy regarding non-graded instruction. The philosophy developed during early stages of project, and possibly modified through implementation and evaluation stages, will be contrasted with prior philosophy existing during structured, graded organization.

Staff will be engaged in planning and responding to indicated program needs. Numbers of participants, actual involvement stated in man hours, types of meetings, and outcomes of planning effort will serve as part of evaluation, as contrasted to involvement in program planning of same staff members through like prior period.

Parents will be involved in program development, in the selection of instruction materials, and will be kept informed as to program progress and outcome. Evaluation of parent participation will be the extent of their involvement as contrasted with prior primary program and the significance of their contribution as determined by parent and staff evaluation questionnaires.

Staff will be involved in on-going in-service program throughout period of practicum, and will be kept informed of current information related to aspects of program evaluation. Evaluation will deal with contributions of staff, level of involvement of those involved, and results of multiple choice and open-ended questionnaire dealing specifically with in-service phase of practicum activity.

Curriculum plans and modification will be articulated with staff directly involved and those in subsequent school levels. Evaluation activity will include staff feedback, both oral and written, relative to quality and worth of desseminated material.

Procedures will be developed and implemented for pupil placement not based on age or year in school, but on level of maturity, readiness, and achievement. Degree of success for these procedures will be determined by written staff assessment during concluding stages of practicum.

There will be more flexibility in meeting the educational needs of individual pupils. This will be measured by a comparison of the numbers of primary age children who, as they progress to varying academic levels, move to new intraclass groups, and to new classrooms. The comparison will be made against the similar school year period ( October - June) of the prior school year.

Procedures for articulating pupils new to the school into the non-graded program will be more carefully refined and implemented. Assessment will be determined by teacher evaluation regarding accuracy of proper placement of said pupils.

Auxiliary staff will directly participate and contribute to the practicum undertaking through modification of programs and time distribution. Assessment will be made by comparison of auxiliary staff instructional time given to serving pupils in program as compared to like period during prior school year, and number of pupils directly served.

There will be greater use and sharing of instructional materials, equipment, and facility by classes involved in program. Evaluation will deal with determination of increase as indicated by responses to staff questionnaire and records maintained by project coordinator, audio visual/ instructional materials teacher and teacher librarian. Comparison will be made between current and past school year.

Necessary progress report forms, organization charts, reports to parents and other appropriate forms will be developed. Evaluation will be concerned with staff reaction to form which will ascertain worth and functional utility of materials.

Reading and arithmetic achievement gains of participating pupils will be equal to, or will exceed the level of gain for the preceeding nine month instructional period. Four sub-tests of the Iowa Test of Basic Skills and the California Achievement Test will be used in determining the mean/average grade equivalents for all participating classes for the two instructional periods.

As a result of more careful teacher attention and observation of pupil performance and behavior there will be an increase in the number of case studies, referrals, and resulting individual pupil evaluations. Records maintained by the adjustment teacher will be used to compare the number of case studies, referrals, evaluations, and placement of pupils in special education classes during practicum period and prior school year period.

There will be a positive attitudinal change on the part of parents and staff regarding development and implementation of a non-graded program of instruction. Evaluation will be made through a comparison of pre and post practicum assessment results from a questionnaire which allows teachers and parents to respond, in a multiple choice and open ended manner to various questions regarding their attitude toward the endeavor.

## EVALUATION

Evaluation of this practicum effort logically has to be concerned with the stated objectives. Much of the activity of the project, carried on in the effort to develop and implement a non-graded program in the primary classes of an elementary school, has been described in the body of this report. This activity has brought about change in the organization and the instructional program of the school. Total staff, students, and parents have been directly or indirectly effected by the practicum endeavor. Because there has been change and widespread effect does not necessarily imply that there has been success.

The original proposal for this practicum turned out to be overly ambitious, and this fact was quickly a concern of the initial reviewer, Mr. Dave Flight. Mr. Murray Heyert responded to the interim report and a subsequent memorandum, and again pointed out the need for clarity with regard to the objectives and the evaluation design which was to be used in assessing outcomes. Limitation of the non-graded program to only the primary grades was also suggested by Nova staff, and early program development activity reinforced the propriety of that position. As the program was implemented it became obvious that an initial extension of the program to higher levels would have been extremely difficult to manage, and probably would have seriously detracted form the overall level of success which was achieved.

Circumstances and conditions which existed prior to the practicum have previously been described. Parent and staff attitudes toward a traditional, graded organization were such that much of the early effort of the principal and coordinator was in reality public relations work. This was particularly true in getting staff initially involved in the consideration of program modification. A few teachers were generally taciturn when it seemed they were in reality not supportive of the concept of non-graded instruction. Others were more frank and vocal in expressing their disfavor, with only a few indicating a corrobative stance.

The task became even more delicate when we collectively attempted to define what our existing program philosophy was, and how that philosophy influenced our action as we went about the business of making an instructional program operative. What we really fell back to was a general acceptance or reliance on stated psychological principles of learning and education objectives as described in curriculum guides prepared by the Chicago Board of Education. Using those guiding principles as a point of departure, and giving consideration to increased understanding of the precepts and concepts of non-graded instruction, we then set about developing our program philosophy.

The evaluation of that objective, the staff development of a guiding philosophy relative to non-graded instruction, was to compare the contrast and utility of the developed philosophy with the prior philosophy existing during the structured, graded organization.

## Guiding Philosophy

Nova reviewers were correct in pointing out the difficulties which would be encountered in attempting to measure the development of a philosophy, particularly if the developed philosophy was to engender a set of attitudes or a pattern of thinking. At the time I agreed that it would be difficult, but I felt it essential that staff share in the development of such a statement. Reasons for this were that whatever guiding principles influenced our endeavor should be acceptable to teacher participants, and that the level of acceptance would presumably be higher if there was mutual contribution to the development of a program philosophy.

The librarian and a committee of two other teachers accepted responsibility for attempting to identify and define a general staff philosophy which existed prior to the practicum. As has been mentioned, staff did not clearly define a collective program philosophy. Rather, the committee accepted a statement of educational objectives, stated in the form of guiding principles, which appeared in the curriculum guides of the Board of Education during the late 1960's. Those statements said that education:

- serves all the people
- develops democratic ideals
- changes behavior
- deals with all aspects of life
- functions through many agencies
- continues throughout life
- aims at self-direction
- provides for intelligent adjustment to social change

The committee accepted the premise that such a statement of objectives was not sufficient in itself. Principles of learning which would effect the learning situation and ways in which the objectives might be attained were a part of the report of that committee. These principles said that: learning

- is an ongoing activity
- is effective if it is meaningful
- is vitalized by motivation
- is accompanied by satisfaction when it is effective
- is effected by the social group
- is influenced by teacher-pupil relations
- produces varied responses
- is made permanent by practice
- is transferable

The statement beginning on page 40 constitutes a set of basic assumptions which certainly appear to be more germane to the non-graded program than the preceding statements. It is an expression of local staff philosophy in the form of a statement of principles. The contrast between the prior statement developed by the committee and the statements developed as part of the practicum undertaking is readily evident, particularly in considering how they specifically relate to the individuality of the child. In the text on the following page it will be mentioned that the objective regarding program philosophy was not adequately met. A restatement of the original objective, indicating that we would develop a document expressing our philosophy regarding non-graded organization, would permit me to claim that the objective was wholly met.

However, it is neither proper or logical to restate an objective, which was stated at the onset, at the time the report is written or at the time of additional clarification. We do know that our statement of philosophy, said to be a statement of guiding principles, appeared to be appropriate and functional for the task at hand. Further, it was obvious that the prior statement was not relevant to what we were trying to accomplish, and that the statement of principles developed as part of the practicum satisfactorily served as a philosophical basis for our endeavor.

The outcome of this aspect of the practicum was that in reality what was described as an operative philosophy was really a statement of principles of learning as they applied to the concept of more individualized instruction. Learning was defined in turns of a non-graded program, and important features were identified which would be essential if a program of instruction was to be adequate in meeting the unique needs of individual students. These statements were accepted to be concepts which could be identified as a program philosophy, while in reality they were operating principles.

By the standard set up in the proposal for this practicum the objective regarding program philosophy was not adequately met. What has been identified in the body of this report, on pages forty through forty-three, to be a statement of philosophy is really a statement of guiding principles. To the extent that we were able to accept these principles as being generally fundamental beliefs regarding what a non-graded program is, or should be, then the principles did become a theory underlying a sphere of thought and activity. Hardly acceptable, though, in clearly stating that a program philosophy was developed.

However, that is not to say that we were totally unsuccessful. What did evolve from the activity of this objective was a mutual understanding of principles, which contributed to staff participation in program development. More will be said regarding this in the evaluation section dealing with the staff response to the end of the practicum assessment survey.

## Staff and Parent Involvement

The reasons for citing staff and parent involvement as specific objectives have previously been stated. It is obvious that there could not be any kind of instructional program modification without teacher participation. The far reaching activity and outcomes of a change from a graded to a non-graded program make necessary more than token staff involvement and response to directives. Active participation, contribution, and personal involvement in program development were identified by the principal and staff as being critical to the successful implementation of the program.

Parental understanding and support was equally important, for the degree to which our clients would comfortably see themselves in a non-graded setting was contingent upon acceptance and support for the program at home and school.

The entire staff was initially involved during early program activity which included informational meetings, reports on related literature, familiarization with existing programs, responding to an attitudes and concepts survey, alternative organizations, and related considerations. Once a determination was made to restrict development and implementation to the primary grades only the principal, the project coordinator, primary classroom teachers and auxiliary staff members were regularly and continually involved. Intermediate and upper grade teachers were encouraged to be a part of staff program activity, and in some instances, when the topic or activity was of significance to all teachers, were directed to be a part of that activity. Some higher level teachers voluntarily participated on a less than regular basis, others had little to contribute. The School Plan for Development and Implementation, found on pages twenty-seven through thirty-two of this report, is in essence a program activity calendar. The plan reflects much of the activity of the primary teachers and the other program participants.

The objective relative to staff participation indicated that teachers would be engaged in planning and responding to indicated program needs. Evaluation was to be concerned with the numbers of participants, their actual involvement stated in time or hours (other than direct classroom instructional time spent with children), and outcomes of their planning efforts. Where possible, their participation in the non-graded program was to be contrasted to involvement in program planning to the preceding period of time during the prior school year.

Again the problem was the attempt made to state the original objective in behavioral terms in a manner which was at least measurable. It was obvious that staff participation was of such significance that quite properly it would be one of the stated objectives. Teacher responses to a forced choice or open ended questionnaire would give indication of their feelings and reaction to increased participation in instructional program planning, but would not sufficiently provide data which could indicate the degree to which the objective had, or had not been, met.

In truth there was a very limited amount of teacher participation in actually getting collaboratively involved in instructional program planning during the preceding year. A review of staff agendas, an administrative activity calendar, and directives reveals that less than thirty periods were exclusively devoted to such activity for the last thirty-five weeks of the school year. This included four one-half day released time sessions, where children were not in attendance. Out of that total primary teachers, as a cooperating group, were concerned with actual instructional planning and related activity for approximately half the time.

Mention has been made of the Board-Union agreement which spells out the number of preparation periods each elementary school teacher is to be provided with. A significant aspect of staff involvement in planning and implementing the non-graded program was that these preparation periods were almost exclusively devoted to program activity through the practicum period. This was somewhat on a voluntary basis, for administrators have, by language of the contract, restrictions regarding how they may direct teachers to use this time. The rescheduling of physical education and library classes, and having the adjustment teacher provide group guidance in conjunction with those class revisions, made possible more released time for primary teachers with similar ability groupings. Figure 4 in the report reflects a plan which was used to provide increased time for collaborative planning. The activity or purposes of teacher participation has been described in other sections of this report.

During the practicum period an average of four periods per week were devoted exclusively by classroom teachers to planning and related program activity. The involvement of the coordinator, auxiliary staff, and the principal varied according to availability and need. Teachers used the 8:30 - 9:00 A.M. freed time periods (often voluntarily commencing activity at 8:00 A.M.), collaborative time provided in the schedule, part of their duty free lunch periods, and occasionally the period following the close of the school day. This time block, from 3:15 - 4:00 P.M. is beyond the working day as called for in the Union Contract.

In summary, the number of teachers involved in ongoing program activity more than doubled that of the preceding period. The extent of their involvement, expressed in school day periods, reflects a total more than four times that of the preceding prior period. Teacher reaction to some aspects of that involvement, and attitudes towards related program activity, will receive attention in the section of the report dealing with the end of practicum staff survey.

Parent involvement also showed a dramatic increase. This was totally predictable, for their understanding and support was, from the onset of the activity, as mentioned in the statement of the problem and the needs assessment, recognized as being of the utmost importance. Parent groups were made aware of the new program and of how instrumental they would be in contributing to its success. Parent committees assisted in the development of surveys, attended preliminary organizational meetings, and contributed to evaluation of instructional materials. In November and December many parents attended informational meetings concerned with interpretation and understanding of placement levels. Individual parent conferences were held with eighty-three percent of the parents of children in the primary levels (during released time half days). The School Plan for Development and Implementation reflects other varied activities of parents and parent groups, as does the body of this report. Prior period activity of parents included a limited amount of volunteer service, with very little participation regarding program direction, interpretation, or evaluation.

The significance of the involvement and contributions of parents is reflected in a comparison of pre and post staff responses to statements dealing with that aspect of the program. Statement sixteen stated that parents could be successfully involved in a non-graded program provided they are kept informed of objectives and outcomes. Originally forty-eight percent of the teachers indicated agreement or strong agreement. In the June survey seventy-one percent similarly responded. Obviously, there was a change in teacher attitude regarding parent involvement. There was a slight increase in the post survey percent of teacher respondents who indicated that administration, teachers, auxiliary staff, aides, and volunteers should be involved in program development and implementation.

The post survey statement which said that parent understanding and involvement was an important component of the program found all but two teachers agreeing, which meant that eighty-six percent of the responding staff members concurred. Seventy-two percent of the teachers indicated that increased cooperation and understanding between home and school was one of the important outcomes of the program.

There were significant changes in the attitudes of parents as they responded to pre and post surveys. In the post parent survey eight percent more respondents indicated that they would support a program which increased opportunities for children to experience success. The percent of parents who indicated that if they had a reasonable understanding of what non-graded instruction meant to their child, that then they could work cooperatively with the teacher, increased from forty-four to seventy-eight percent in the post survey.

Eighty-two percent of the parents originally indicated a need for more information before forming opinions about nongradedness. In the post survey only thirty-four percent responded in the same manner, giving indication that parent input and participation made a significant difference relative to their understanding.

The number of parents who, at the end of the practicum, felt that cooperative working relationships could be improved upon, was reduced to forty-three percent of the respondents. This contrasts to fifty-eight percent in the pre program survey.

Seventy-six percent of those parents responding to a post survey statement indicated that there was ample activity and information which allowed parents to become knowledgeable and involved in the program. Sixty-three percent of the one-hundred-thirty-three post assessment respondents indicated that they had been encouraged by the school to become involved in program observation and volunteer work. Twenty percent had no opinion or did not respond to this statement, which means that only seventeen percent disagreed.

It can safely be concluded from the responses of teachers and parents that both groups felt that the involvement of parents in program development and implementation was generally a positive one. There resulted increased understanding and support for the non-graded program, and improved relationships between home and school. The impact of parent participation appears obvious, for it goes without saying that any school administrator would endorse activity which results in such outcomes as increased parental understanding and support for the school and its programs.

During the practicum over three hundred parents were involved in presentations, informational meetings, conferences with teachers, or other program related activity. That is not to say that three hundred different parents were involved, for the figure represents total attendance at program related functions, for periods ranging from individual teacher-parents conferences of fifteen minutes duration to two hour sessions. Information available relative to primary parents' involvement during the prior year indicates an increase in parent activity (during the practicum period) of one hundred-fifty percent.

The extent of parent contribution, in contrasting the amount of involvement during the practicum period to their personal contact or direct participation during the previous year, indicates that the increase was significant. That aspect of the objective dealing with parent involvement appears to have been met.

## Staff Development Activity - Program Articulation

Part of the staff development activity of the practicum is described in the report under the heading of staff in-service. The School Plan, or program activity calendar, makes mention of additional staff development activity. The objective dealing with staff in-service had as part of the evaluation scheme consideration given the contributions of teachers, levels of involvement, and teacher responses to an evaluation instrument which was to be concerned specifically with evaluation of staff development sessions. Certain forced response questions found in the June Staff Assessment Survey also dealt with teacher attitudes toward staff development aspects of the practicum.

In responding to the Evaluation of Non-Graded Instructional Program Staff Development Activity form (a sample is in the appendix), which was to be completed by each participating teacher for every staff development session, teachers were far from consistent in their ratings and in the general nature of their observations. The orientation meetings of September and October, dealing with program philosophy, related programs and literature, and the implications for the implementation of a non-graded program in the school, were rated from unsatisfactory to excellent, with none thought to be superior. The principal, program coordinator, and lead teachers were, in the main, the presentors for these sessions. The coordinator's presentations, using Van Alfen's nongradedness materials and Rollins' cassette tapes on individualized instruction, were well received, the teachers rating these series of meetings from good to excellent.

Sessions held which dealt with determination of needs and the consequent stating of objectives were rated from unsatisfactory to excellent. One teacher suggested in her written evaluation that the principal rather consistently attempted to dominate the direction of these meetings, and that the final statement of objectives reflected what he felt to be of significance. It appears that this observation was made for two reasons. I did in fact provide strong support for a large number of the objectives, and was responsible for originally suggesting most of them. It was my feeling that the objectives were critical to successfully carrying out the development and implementation of the program within the time period of the practicum. Further, there was much indecision and little clarity apparent in the first few meetings which were held regarding the matter. The second reason was that the teacher had indicated from the onset that she was opposed to such a program and the resulting reorganization.

Teachers rated the publishers' consultants from unsatisfactory to excellent, with the majority being judged to be good or excellent. Those who received the higher evaluations appeared to be more knowledgeable about the management aspects of their reading programs, and how well they correlated to the reading mastery skill cards published by the Chicago Board of Education.

Those committees which were concerned with pupil evaluation and determination of pupil progress, the development of program report forms, identification of mastery levels, and the charting of class and room organizations responded with evaluations ranging from good to superior. Teacher participation for these activities was solicited by the principal or coordinator in some instances, and in most cases was voluntary. Teachers did take active leadership roles, and there was apparent greater interaction and cooperation from those involved than in some of the other sessions. One teacher observed that the purpose or task at hand was generally more clear, and there would be more usefulness for participating teachers. This is interpreted to mean that the outcome or product resulting from the endeavor would have more functional utility for primary teachers.

Presentations made by Board of Education consultants in order to provide staff with background information about non-graded programs, as well as interpretation and use of test results, were rated only from satisfactory to good. A few teachers who are often reticent at general staff or committee meetings asked many pointed questions relative to the management aspects of non-graded programs, and wanted information relative to the advantages of such programs as reflected in rising achievement scores of pupils. The consultants handled these inquiries rather poorly and responded with what seemed to be evasive answers. The consultants had been advised of the topics they were to prepare for, but apparently the homework hadn't been done. As overall program director I must take responsibility for the less than expected results of these sessions. At a later time during the practicum the project coordinator addressed the same general topics and provided information which answered some of the questions posed at the earlier sessions.

During the nine months of the practicum endeavor staff was involved, as committees, by level groupings, total primary staff, and total staff, in forty-seven meetings planned for the purpose of staff development. Numerous other meetings were concerned with project related activity.

The post practicum staff survey had provision for teachers to respond to five statements which dealt specifically with staff and program development activity. The one statement appearing on both the pre and post surveys, number thirty-five, said that teachers should be involved in the planning and conducting of in-service meetings. Teacher attitudes changed little regarding their responsibility for planning and conducting such activity, with approximately one-third of the respondents agreeing in both surveys.

Thirty-five percent of the responding teachers indicated that they disagreed with the statement that in-service activity was appropriate and adequate. One staff member indicated to the project coordinator that she strongly disagreed with the statement not because topics and in-service activity were inappropriate, but because she felt that the commitment in terms of time was too great.

Eighty-six percent of the post survey respondents indicated that there was ample opportunity for staff to provide input and to share responsibility for staff development activity, yet there was general concensus that too much time was devoted to staff development activity. Twelve of fourteen responding teachers indicated that there was an excess of such activity.

In the post survey twenty-eight percent of the respondents indicated disagreement with the statement which said that outside consultant service and resource personnal were adequate through program development and implementation. One of the lead teachers made the observation that a large number of teachers indicated that they did not want the additional responsibility of planning or conducting meetings, and that when said activity was planned for them, it was her feeling that there was a tendency of a few teachers to be overly critical.

Reference is made in the conclusions section of this report to a teacher whose attitudes and behavior in the classroom appeared to have undergone little change, but that she had significantly contributed to the development of procedures for pupil level placement and assessing pupil progress. The writer was referring to what he had observed during numerous classroom visitations. There appeared to be not much more ability grouping than that which was effected at the time of reorganization. Routines appeared to be similar to those observed in prior years, with not too discernable an effort to provide more individualized instruction, particularly in the area of mathematics. The impact or influence of this teacher's involvement in the in-service activity and other aspects of the non-graded program appeared to have had less effect on her attitudes and performance than on other participating staff.

Using the evaluation form for staff development activity, teacher evaluations of the many in-service sessions, when computed on a 4 through 0 scale, for ratings of superior, excellent, good, satisfactory, and unsatisfactory, resulted in an average rating of 2.8.

Based upon teacher comments, their responses to the evaluation form and the post staff survey, and my reflections regarding problems in planning and scheduling in-service activity, I feel that the limitations of time should have dictated a narrowing of the in-service effort. More lead in preparation, and more time to do necessary spadework for the transition from a structured, graded organization to a non-graded program is desirable, if not essential. More of the activity of staff development should precede program implementation. "To learn as we go" is a natural part of the process, but it appears that the task would have been less difficult had there been more prior preparation.

### Curriculum - Articulation With Staff

A degree of modification in the curriculum of primary level rooms was a normal result of organizing reading and mathematics instruction sequentially around fundamental concepts, generalizations, and principles related to specific levels of comprehension and mastery. Increased individualization in teaching necessitated more teacher diagnostic activity and the use of instructional materials relative to desired skill development and the pupil's level of readiness. This resulted in a greater variety of materials usage than the former graded textbook approach. As has been stated, acceptance of the skill mastery concept and adapting primary instruction to a curriculum orientation of skills and concepts stated in behavioral terms allowed for an increase in curricular adjustments according to learning styles of individual students.

Articulation with participating primary teachers was an on-going part of program development. They were personally involved in all aspects of program modification, and shared most of the information coming from the activity of their peer's individual and joint endeavor. Communication with staff from subsequent school levels was not as apparent. There was very limited involvement of upper grade teachers after the determination had been made to restrict implementation to the primary grades. All self-contained and departmental teachers participated in evaluation of textual materials and the selection of a basal reading series. Intermediate level teachers were brought into more activity because of their personal interests and the fact that the program was to be extended through grade six in the subsequent year. All teachers from primary and intermediate classes were involved in pupil assessment and level placement activity and pupil mastery evaluation. Homogeneous reading groups across grade levels, called locally "walking reading" were initiated in intermediate and upper grade classes in January. Groupings were from grades four, five, and six, and six, seven, and eight. The intermediate grades adopted the use of the basal reading program series being used in the non-graded program. Pupil assessment activities for placement were similar to those described for primary classes. There was articulation and staff cooperation regarding joint activity directly related to reading instruction.

The publication and delivery to local schools of reading curriculum guides for intermediate and upper levels in January, 1975 made possible a logical inclusion of other than primary staff in some phases of the staff development work. These guides are also correlated to mastery skill cards, so the extension of evaluation and recording tasks of staff made the concern of program articulation much less difficult.

Teacher responses regarding the question of how well total staff was kept informed of program development and activity was again mixed. Primary teachers reported that because of their great investment in time and their level of involvement that they were generally very knowledgeable about most aspects. Intermediate teachers varied in their responses. A few who had early in the practicum voiced displeasure regarding the non-graded concept indicated that the dissemination of information was such that they did not feel comfortable with the extension of the program to their levels. They were still particularly displeased with what they anticipated to be an increased amount of record keeping. Other intermediate teachers who had voluntarily become involved in implementation endeavor were very positive in their feelings, and indicated that they felt that an extension of the program would be accomplished with much less work because of their experience in working with the primary teachers.

Voluntary participation of upper grade teachers was very limited. As a result, the amount of program information provided them was not equal to that provided for primary and intermediate level teachers. Considering the objectives of the practicum, and that implementation was initially to be only in the primary classes, this outcome does not detract from what was accomplished. With more time for planning, however, for program extension to the intermediate grades in the coming year and the lessons learned from the practicum experience, upper grade teachers will become more active and knowledgeable of the activities of that implementation. It is the intention of this writer that in the third year all levels will be non-graded, and that should be more easily accomplished if we can profit from the best and the worst of our current experience.

## Pupil Placement Procedures - Current and New Pupils

The staff assessment form for pupil placement procedures requested that staff respond, in writing, to any or all placement procedures which were used for determining program entry levels for children. At the time of distribution of the evaluation instrument teachers were verbally instructed to respond to only the procedures that they had employed, or about which they had sufficient knowledge to make meaningful judgements. This was done in order to give greater validity to their responses.

Among the more informal procedures were: observation of cumulative records, parental conferences, observation by teacher of pupils' oral and written performance, conferences with previous teachers, and in a few cases, conferences with students. In some cases an informal test of reading achievement was administered by the adjustment teacher to new students.

More formal assessment activity included: taking into account standardized achievement test scores, diagnostic tests administered by classroom teachers, individual reading and math test scores from tests administered to new students by the adjustment teacher, psychologist's recommendations, study of work samples, and placement inventory test results from the new basal reading program. Other factors considered were relative maturity and chronological age and any influential physical or emotional factors.

Teachers were asked to comment on formal and informal procedures used for determining pupil placement levels in a written assessment made in June. A sample of the staff assessment form is included in the appendix.

Respondents found the most useful test data to be that derived from the basal reading series placement inventory materials. Teacher judgement, school records, study of work samples, and standardized test results were mentioned as being the most helpful in determining math levels. Teachers indicated little reliance on the recommendations made in child studies conducted by Board of Education psychologists. They felt that said recommendations, found as the last section of the last page of all Reports of Examination, Chicago Public Schools, Bureau of Child Study, were somewhat uniform in terms of what provision classroom teachers should make in order to meet the individual needs of pupils. A review of the thirty-nine reports on file, kept in the school vault and shared only with staff and parents because of the confidentiality of the information, sustains the observations of the teachers. Where test results from the two most commonly used tests, the Wechsler Intelligence Scale for Children and the Stanford-Binet, indicated the child to be within what is described as the normal range of intelligence the recommendations were somewhat similar. More specific suggestions were made for children who were found to be exceptional.

Sending school recommendations for pupils transferring in were said to be the least helpful information in determining level placement. Parental concerns and desires were identified as being of significance, but respondents indicated that this was only a minor aspect in making proper placements. Physical and social maturity were viewed as being of more importance for youngsters at the higher levels. Prior teacher observations and recommendations did not receive great support. Four teachers indicated that this consideration would be important in organizing for the following year, but that because they knew something of the ability levels of their children at the time of initial reorganization that this aspect of placement was not too significant.

In those cases where staffing meetings were held for children receiving instruction from the learning disabilities teacher, classroom teachers rated this assessment activity highly. As indicated in this report almost all personnel who were personally involved in the child's educational program, as well as a parent or parents, were involved in the staffing. Respondent teachers stated that the level of worthwhile dialogue and understanding was higher than that which occurs at most parent-teacher conferences.

Results of the staff assessment of placement activity reveal that procedures were generally satisfactory. Implication for future consideration would be that there should be more specific recommendations made in child study reports. Inasmuch as two or three psychologists generally do ninety-five percent of the evaluations for the school, it should not be difficult to arrange for teachers and psychologists to come together in the coming year, the purpose being a better understanding of what can be recommended for children and how these recommendations can be carried out. Additionally, we should carefully analyze why teachers thought staffing meetings were successful, and explore ways in which we can improve upon procedures and outcomes of parent-teacher conferences.

An objective related to proper placement of students, as well as accurate pupil progress assessment, was that there would be more flexibility in the movement of children to new intra-class groupings, and to new ability groupings in other classes. This seemed to be a logical outcome of a more systematic and individualized program of instruction. There was more movement of children to different groupings during the practicum period than during the preceding school year. Teachers reported that twenty-three children moved to higher ability groupings, in reading or mathematics, at times when other youngsters in their initial groups remained at the former designated level. Seven of these children moved to new class groupings. Among the twenty-three were two children who were mentioned in the New Pupil Articulation section of this report. An interesting aspect of pupil mobility was the movement of four children to lower level ability groups in new classrooms. These reassignments were made only after careful observation by classroom teachers and a review of progress and achievement by the coordinator and principal. Parents of these children were invited to school for a conference, at which time staff attempted to clearly and concisely communicate the reasons for the recommendation for lower level placement. In all cases parents consented to a trial period placement for their children.

In the past such an assignment to a lower level class would have been interpreted to be a demotion from one grade to another. Intra-class regrouping to lower levels had never been a difficult problem, for parents did not see their children as being demoted to a lower grade. Acceptance of the non-graded concept and the propriety of an instructional program being provided for children at their own levels of ability made the movement of these children less objectionable to their parents.

The overall increased movement of children to different levels was logical for other reasons. Teachers in the past had attempted to provide instruction in reading and math for not more than two ability groups, the exception being the child who was far behind or ahead of his peers. At the time of reorganization many of the primary classes had three ability groups, a result of prior assessment and level placement activity. Another reason was that in the past there were many split classes, having children from two grades. This was necessitated organizationally because in less than average size schools there often were too many children in a grade to comprise one or two classes, and not enough for two or three. Under such an organization teachers attempted to keep children at their grade instead of their ability level.

With the non-graded organization children were more freely moved to their proper levels. Children were "double promoted" in previous years if they were quite capable, and even this administrative device was not always readily acceptable to parents. Only three such promotions were made in the prior year.

## Pupil Referrals and Individual Evaluations

Figure 5 in the section on pupil referrals reveals that there was a significant increase in the number of children who were referred for individual evaluation during the practicum period, as contrasted to the prior school year. Fourteen more children were provided with special placement or instruction than the number during the preceding period.

Another aspect of the effort to make teachers more cognizant of pupil behavior, which might be symptomatic of conditions which could contribute to lack of social adjustment or achievement, was the involvement of four students in a summer diagnostic clinic. Such referrals had previously never been made. The diagnostic clinic, operated by the Board of Education, was fully staffed with clinicians and professionals, and was to have the availability to screen and identify children who were exceptional for any one, or a combination of reasons. Students were to attend for two full weeks for diagnostic procedures. Where feasible appropriate placement and follow-up instructional activity was to be provided at the clinic for the duration of the summer. Evaluation of the student's progress was to be made, with recommendation to the local school for special instructional activity to be provided for the child, during the coming school year. As of the time of the writing of this report this information has not been provided.

The authorization for a full time moderate learning disabilities teaching division at the school has already been mentioned. This will provide much additional service to exceptional children, for the itinerant L.D. teacher was only able to work with ten children on a twice a week basis toward the end of the practicum period.

At the time of this writing the itinerant teacher is still providing such service. There is a critical shortage of professionally trained special education teachers. The Board of Education will not allow substitute teachers to be assigned to such classes, for the State of Illinois will not reimburse the Board for the salaries of other than trained staff. Four qualified L.D. teachers have been interviewed by the principal. One appears to be particularly well suited, having demonstrated a high level of competency (according to her principal and an Area special education coordinator) in an L. D. teaching assignment. Recommendation has been made to the Department of Teacher Personnel that she be transferred and appointed to the full time position at the school. Personnel has indicated that the transfer recommendation will go to the Board of Education for approval at the first scheduled meeting in November.

### Auxiliary Staff Participation - Use of Equipment and Facility

The roles of the adjustment teacher, the teacher librarian, and the physical education teacher, as they became involved in the non-graded program, have been described in some detail. The objective which indicates their participation had as part of the assessment scheme a comparison of their instructional time given to primary classes, as contrasted to the same period during the prior school year. The number of pupils being served directly through their efforts was also to be considered.

The adjustment teacher, in her designated job role and with the additional responsibility of program coordinator, was to spend half her time in the school in endeavor directly related to the non-graded program. This approximated six hours a week additional time, through the entire practicum, which was devoted to the needs of primary level rooms.

The librarian's schedule was modified in order that he could provide library activity for lower level classes during the same time block. He was also rescheduled for responsibility for social studies instruction in a level F - H classroom for two periods per week. This was done in order to provide the teacher with increased opportunity for collaborative program planning. In addition to his role as a resource person, the librarian provided a variety of language arts - library activity for children who were identified as high achievers. Three ability groupings, with from twelve to sixteen children, participated on an almost weekly basis.

Another program related activity of the librarian was his work with a consultant who represented a firm which manufactured map and globe study skills programs. They correlated specific activities in the study program with objectives found in the Reading Guides, Chicago Board of Education, Levels B through H. The correlation was prepared in the form of a teaching guide and duplicated for primary staff. The materials for these programs had been in the building for a year, and according to the audio-visual coordinator, had received only limited use by teachers.

For the last three months of the practicum the librarian used the prepared guide and related instructional materials every other week with each primary level class. This was done during regularly scheduled library classes. During the last two sessions classroom teachers worked with their classes, observing and assisting the librarian during these instructional periods.

Teachers were generally very positive in their evaluation of this activity. Although the use of the materials had been demonstrated by the consultant at the time they were acquired, teachers previously had indicated that other priorities and the time they would have to spend in preparation precluded much use. After they had an opportunity to observe their own classes engaged in instructional activity with the librarian, and the relatively easy management aspects of the program, their comments were more positive. Math, social studies, and reading skills and concepts are all part of the program, but the specific correlation to reading study skills was viewed as most significant by staff. Teachers indicated an interest in incorporating these materials into their instructional programs during the coming year. Plans have been made for a circulation of the materials starting with level B, during specific time blocks, through the coming ten months.

The program of the physical education teacher was changed in order that children from level A-B groupings could be provided with physical education instruction. Other levels were brought together for such instruction through inter-class groupings. This rescheduling provided teachers with additional time for non-graded program activity.

In summary, the additional time provided for primary instruction or program activity by the three auxiliary teachers, during the eight months following reorganization, exceeded four hundred periods. Approximately one-hundred thirty children were provided some kind of instructional activity through the direct efforts of the auxiliary staff people. Such activity included remedial and enrichment opportunity as well as additional physical education instruction. This activity was not provided primary level children during the prior year.

Evaluation of greater use and sharing of instructional materials, equipment, and facility was to be made by determining the increase, if any, by comparison of records which reflect the ordering and use of equipment and material by primary teachers. Use of facility, particularly the library and the all-purpose room, was to be compared to the amount of use in the preceding like period. The section of the report which describes this aspect of the practicum provides background information about factors which contributed to limited use of equipment and materials. Additionally, reasons for increased use during implementation are mentioned.

Records maintained by the audio-visual coordinator indicate that in the two years prior to the practicum that the primary staff accounted for approximately twenty-three percent of materials requests and equipment use. This figure increased to thirty-four percent during the last eight months of the past school year.

Use of the library, at times when the teacher librarian is assigned to another school, was very limited. During the entire practicum primary teachers used the facility fourteen times, for a variety of purposes. As examples, there were inter-class groupings for a puppet show and story telling. Free reading and circulation periods were provided for other rooms. The additional use is not in itself dramatic. However, past practice prohibited any use of the library when the teacher-librarian was not present. The understanding that the library and its resources are for use by all classes, whenever scheduling permits, is an outgrowth of the practicum.

The all-purpose room was used five times by primary teachers and their classes. This was for other than regularly scheduled assembly programs and activities. Primary science and social studies fairs, along with story dramatizations and skits presented by primary rooms for other primary classes, accounted for the activity in the all-purpose room. Again, on the surface this does not appear to be too significant. The activity does reflect, however, a higher level of cooperation and involvement on the part of primary teachers than had been the case in prior years.

Pupil Progress

The obvious reason for any proposed change in an instructional program is that ultimately it should be of benefit to the children involved in the program. The benefits should be reflected in the achievement of the students. As part of the practicum assessment the mean grade or level reading and math scores of groups in the non-graded program were to be compared with prior year scores. It was anticipated that children in the non-graded program would collectively have achievement gains which would be equal to, or exceed, that of the average gains of the preceding school year period. This appeared to be a rather modest objective, for considering the stability of staff and low level of pupil transiency there would have to be great influence of unforseen variables in order that the objective not be met.

Figures 9 and 10 and the interpretation of those figures, made on pages 114 through 118 of the report, indicate that the objective dealing with pupil achievement gains was met, namely, that there was improved performance. This is true in those cases where the testing program allowed comparative analysis. Where it was possible to follow pupil groupings through the 1972-73, 1973-74, and 1974-75 testing programs the mean scores for these groups reflected a rate of growth which was consistently equal to, and in most cases higher than, the preceding period.

In light of the total program effort the writer questions placing too great a significance on this outcome, but that is not to say that it is not important. Future program testing will find fewer variables because of increased consistency and uniformity in the testing program of the Board of Education. The evidence relative to pupil achievement should then be more conclusive than that which we were able to obtain during the first year of the non-graded program.

The ultimate justification of our program is an improved learning situation for our clients. If such is the case, children should generally progress more efficiently, and this should be reflected in improved achievement gains.

As the program is extended to intermediate grades in the coming year, and the testing program becomes

## FIGURE 11

## NON-GRADED PROGRAM OF INSTRUCTION STAFF ASSESSMENT SURVEY

1. Non-graded instruction permits more individualization of instruction than does a traditional graded organization.
2. Ability, maturity, and experience are factors which determine levels of readiness for each pupil and are unique for that person.
3. The uniqueness of the individual pupil which contributes to his learning rate makes necessary the provision for individual progression.
4. Performance results on I.Q. tests should be a prime consideration when considering proper placement of pupils.
5. A non-graded program of instruction necessarily means more work for the classroom teacher.
6. A non-graded program can remove the stigma of failure or non-promotion for the student.
7. Non-graded instruction, if implemented, should be provided in all major curriculum areas.
8. Staff can reach general agreement regarding what constitutes mastery, and when a child should progress from one level to another.
9. A non-graded organization should focus on the grouping of students according to their individual reading ability.
10. There must be general agreement among staff members regarding an acceptable philosophy relative to non-graded instruction if such a program is to be successful.
11. Non-graded instruction will make little difference in educating our clients, it is their basic ability, attitudes, and motivation which will determine their degree of success.
12. Experiencing success is critical to learning, and more individualized instruction can increase opportunities for these experiences.
13. Careful and effective individual diagnosis of pupil ability is pre-requisite to proper grouping for non-graded instruction.
14. Our school presently has the resources, facilities, personnel, materials, and equipment necessary for the development and implementation of a non-graded program.
15. Present recording procedures are satisfactory for a non-graded program.

Responses FIGURE 11 Continued

| Pre N=21<br>Post N=14 | A Strongly Agree | | | | B Agree | | | | C No Opinion | | | | D Disagree | | | | E Strongly Disagree | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | |
| Survey Statement | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | 2 | 10 | 3 | 21 | 4 | 19 | 8 | 57 | 13 | 62 | 1 | 7 | 1 | 5 | 1 | 7 | 1 | 5 | 1 | 7 |
| 2 | 19 | 90 | 9 | 64 | 2 | 10 | 4 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 0 | 0 | 0 | 0 |
| 3 | 7 | 33 | 6 | 43 | 11 | 52 | 7 | 50 | 1 | 5 | 0 | 0 | 1 | 5 | 0 | 0 | 1 | 5 | 1 | 7 |
| 4 | 3 | 14 | 1 | 7 | 9 | 43 | 3 | 22 | 2 | 10 | 0 | 0 | 4 | 19 | 7 | 50 | 3 | 14 | 3 | 22 |
| 5 | 2 | 10 | 3 | 21 | 15 | 71 | 7 | 50 | 2 | 10 | 1 | 7 | 2 | 10 | 2 | 14 | 0 | 0 | 1 | 7 |
| 6 | 3 | 14 | 4 | 29 | 7 | 33 | 5 | 36 | 2 | 10 | 1 | 7 | 5 | 24 | 2 | 14 | 4 | 19 | 2 | 14 |
| 7 | 0 | 0 | 1 | 7 | 1 | 5 | 3 | 22 | 4 | 19 | 1 | 7 | 10 | 48 | 6 | 43 | 6 | 28 | 3 | 22 |
| 8 | 4 | 19 | 3 | 21 | 14 | 67 | 9 | 64 | 1 | 5 | 0 | 0 | 2 | 10 | 1 | 7 | 0 | 0 | 1 | 7 |
| 9 | 5 | 24 | 4 | 29 | 13 | 62 | 7 | 50 | 1 | 5 | 1 | 7 | 1 | 5 | 1 | 7 | 1 | 5 | 1 | 7 |
| 10 | 5 | 24 | 4 | 29 | 12 | 57 | 8 | 57 | 1 | 5 | 0 | 0 | 2 | 10 | 1 | 7 | 1 | 5 | 1 | 7 |
| 11 | 3 | 14 | 0 | 0 | 8 | 38 | 1 | 7 | 3 | 14 | 2 | 14 | 4 | 19 | 6 | 43 | 3 | 14 | 5 | 36 |
| 12 | 3 | 14 | 3 | 21 | 11 | 52 | 7 | 50 | 2 | 10 | 1 | 7 | 3 | 14 | 2 | 14 | 2 | 10 | 1 | 7 |
| 13 | 6 | 29 | 4 | 29 | 13 | 62 | 9 | 64 | 1 | 5 | 0 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 1 | 7 |
| 14 | 2 | 10 | 4 | 29 | 6 | 29 | 5 | 36 | 2 | 10 | 1 | 7 | 7 | 33 | 2 | 14 | 4 | 19 | 2 | 14 |
| 15 | 1 | 5 | 3 | 21 | 3 | 14 | 6 | 43 | 2 | 10 | 1 | 7 | 11 | 52 | 3 | 21 | 4 | 19 | 1 | 7 |

FIGURE 11 Continued

## NON-GRADED PROGRAM OF INSTRUCTION
## STAFF ASSESSMENT SURVEY

16. Parents can successfully be involved in a non-graded program of instruction, provided they are kept informed of objectives and outcomes.

17. Staff should share in an on-going assessment of non-graded program activity.

18. The basal and supplemental reading materials currently in use are adequate for identifying levels of pupil mastery.

19. Procedures for articulating pupils new to the building into a non-graded program of instruction are of great importance.

20. Implementation of a non-graded program should be school-wide.

21. Implementation of non-graded instruction can be accomplished through the grades, but should first be introduced in the primary grades.

22. Non-graded instruction should, during initial implementation, be provided primarily in reading and arithmetic.

23. Only classroom teachers should be invovled in program development and implementation.

24. Administration, classroom teachers, auxiliary staff, teacher-aides, and volunteers should be involved in program development and implementation.

25. A program of non-graded instruction will necessitate greater sharing of instructional materials, equipment, and facility.

26. Non-graded instruction will make me more of a program manager and detract from my personal perception of a classroom teacher.

27. The use of evaluation data recorded by other teachers should probably be used if the program is to be successful.

28. We will have to carefully evaluate our feelings and modify some of our basic attitudes if we are to successfully implement a program of non-graded instruction.

29. Non-graded instruction will result in increased movement of pupils from group to group and to other rooms, resulting in a lack of continuity of instruction.

30. Non-graded instruction may lead to more performance accountability for teaching staff.

31. It is the individual classroom teacher's responsibility to provide the best possible instructional program.

Responses

## FIGURE 11 Continued

| | A Strongly Agree | | | | B Agree | | | | C No Opinion | | | | D Disagree | | | | E Strongly Disagree | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | |
| Statement | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 16 | 2 | 10 | 3 | 21 | 8 | 38 | 7 | 50 | 4 | 19 | 1 | 7 | 4 | 19 | 2 | 14 | 3 | 14 | 1 | 7 |
| 17 | 6 | 29 | 4 | 29 | 9 | 43 | 8 | 57 | 1 | 5 | 0 | 0 | 3 | 14 | 1 | 7 | 2 | 10 | 1 | 7 |
| 18 | 1 | 5 | 3 | 21 | 4 | 19 | 8 | 57 | 2 | 10 | 1 | 7 | 10 | 48 | 1 | 7 | 4 | 19 | 1 | 7 |
| 19 | 4 | 19 | 7 | 50 | 14 | 67 | 5 | 36 | 1 | 5 | 0 | 0 | 2 | 10 | 2 | 14 | 0 | 0 | 0 | 0 |
| 20 | 1 | 5 | 3 | 21 | 3 | 14 | 4 | 28 | 2 | 10 | 1 | 7 | 10 | 48 | 4 | 29 | 5 | 24 | 2 | 14 |
| 21 | 3 | 14 | 3 | 21 | 7 | 33 | 7 | 50 | 2 | 10 | 1 | 7 | 5 | 24 | 1 | 7 | 4 | 19 | 2 | 14 |
| 22 | 4 | 19 | 5 | 36 | 8 | 38 | 6 | 43 | 2 | 10 | 0 | 0 | 5 | 24 | 2 | 14 | 2 | 10 | 1 | 7 |
| 23 | 0 | 0 | 0 | 0 | 3 | 14 | 0 | 0 | 0 | 0 | 1 | 7 | 15 | 71 | 9 | 64 | 3 | 14 | 4 | 29 |
| 24 | 4 | 19 | 5 | 36 | 12 | 57 | 6 | 43 | 1 | 5 | 0 | 0 | 3 | 14 | 2 | 14 | 1 | 5 | 1 | 7 |
| 25 | 2 | 10 | 3 | 21 | 13 | 21 | 7 | 50 | 4 | 19 | 1 | 7 | 1 | 5 | 2 | 14 | 1 | 5 | 1 | 7 |
| 26 | 3 | 14 | 2 | 14 | 11 | 52 | 6 | 43 | 2 | 10 | 1 | 7 | 2 | 10 | 3 | 21 | 3 | 14 | 2 | 14 |
| 27 | 3 | 14 | 4 | 29 | 12 | 57 | 6 | 43 | 1 | 5 | 1 | 7 | 3 | 14 | 2 | 14 | 2 | 10 | 1 | 7 |
| 28 | 7 | 33 | 2 | 14 | 9 | 43 | 7 | 50 | 0 | 0 | 1 | 7 | 2 | 10 | 4 | 29 | 3 | 14 | 0 | 0 |
| 29 | 1 | 5 | 1 | 7 | 14 | 67 | 2 | 14 | 3 | 14 | 0 | 0 | 2 | 10 | 8 | 57 | 1 | 5 | 3 | 21 |
| 30 | 2 | 10 | 1 | 7 | 12 | 57 | 3 | 22 | 4 | 19 | 1 | 7 | 2 | 10 | 6 | 43 | 1 | 5 | 3 | 22 |
| 31 | 8 | 38 | 6 | 43 | 9 | 43 | 4 | 29 | 0 | 0 | 0 | 0 | 2 | 10 | 3 | 21 | 2 | 10 | 1 | 7 |

FIGURE 11 Continued

## NON-GRADED PROGRAM OF INSTRUCTION
## STAFF ASSESSMENT SURVEY

32. Successful implementation of a non-graded program of instruction is the direct responsibility of the principal.

33. There must be staff acceptance regarding a continuum of skills at various levels for students in such a program.

34. A complete removal of grade levels is necessary and desirable.

35. Teachers should be involved in the planning and conducting of in-service meetings.

36. Non-graded instruction necessarily implies an increase in the amount of pupil testing.

37. A non-graded program will result in more of my time being taken for record keeping activity.

38. A support the concept of non-graded instruction and would realistically and honestly become involved in working toward the success of such a program.

39. Non-graded instruction, as I view it, is neither feasible, practical, or desirable.

40. In-service activity was appropriate and adequate.

41. Teaching staff had ample opportunity to provide input and to share responsibility for staff development activity.

42. The program should be expanded to include the intermediate grades in the coming school year.

43. Parent understanding and involvement was an important component of the program.

44. Too much time was devoted to staff development activity.

45. Outside consultant service and resource personnel were adequate through program development and implementation.

46. Increased cooperation and understanding between home and school was one of the important outcomes of the program.

47. There was adequate leadership provided by the principal throughout the course of the project.

48. Non-graded instruction can more realistically provide for the individual needs of students.

49. Staff had ample opportunity to participate in on-going program assessment and to recommend program modification.

50. The degree to which the objectives of the project were met made my involvement in the program worth the effort.

FIGURE 11 Continued

| Responses | A Strongly Agree | | | | B Agree | | | | C No Opinion | | | | D Disagree | | | | E Strongly Disagree | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | |
| Statement | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 32 | 2 | 10 | 3 | 21 | 5 | 24 | 2 | 14 | 2 | 10 | 2 | 14 | 8 | 38 | 4 | 29 | 4 | 19 | 3 | 21 |
| 33 | 4 | 19 | 6 | 43 | 9 | 43 | 5 | 36 | 2 | 10 | 0 | 0 | 5 | 24 | 2 | 14 | 1 | 5 | 1 | 7 |
| 34 | 1 | 5 | 4 | 29 | 3 | 14 | 6 | 43 | 3 | 14 | 1 | 7 | 6 | 29 | 2 | 14 | 8 | 38 | 1 | 7 |
| 35 | 1 | 5 | 2 | 14 | 5 | 24 | 3 | 21 | 2 | 10 | 1 | 7 | 9 | 43 | 5 | 36 | 4 | 19 | 3 | 21 |
| 36 | 5 | 24 | 6 | 43 | 13 | 62 | 3 | 21 | 0 | 0 | 1 | 7 | 1 | 5 | 3 | 21 | 2 | 10 | 1 | 7 |
| 37 | 7 | 33 | 8 | 57 | 12 | 57 | 5 | 36 | 1 | 5 | 0 | 0 | 1 | 5 | 1 | 7 | 0 | 0 | 0 | 0 |
| 38 | 3 | 14 | 4 | 29 | 8 | 38 | 6 | 43 | 0 | 0 | 1 | 7 | 8 | 38 | 2 | 14 | 2 | 10 | 1 | 7 |
| 39 | 3 | 14 | 1 | 7 | 7 | 33 | 1 | 7 | 5 | 24 | 1 | 7 | 4 | 19 | 7 | 50 | 2 | 10 | 4 | 29 |
| ±40 | | | 2 | 14 | | | 6 | 43 | | | 1 | 7 | | | 3 | 21 | | | 2 | 14 |
| 41 | | | 4 | 29 | | | 6 | 43 | | | 1 | 7 | | | 2 | 14 | | | 1 | 7 |
| 42 | | | 7 | 50 | | | 5 | 36 | | | 0 | 0 | | | 1 | 7 | | | 1 | 7 |
| 43 | | | 5 | 36 | | | 7 | 50 | | | 1 | 7 | | | 0 | 0 | | | 1 | 7 |
| 44 | | | 4 | 29 | | | 8 | 57 | | | 1 | 7 | | | 1 | 7 | | | 0 | 0 |
| 45 | | | 2 | 14 | | | 6 | 43 | | | 2 | 14 | | | 3 | 21 | | | 1 | 7 |
| 46 | | | 4 | 29 | | | 6 | 43 | | | 1 | 7 | | | 2 | 14 | | | 1 | 7 |
| 47 | | | 3 | 21 | | | 8 | 57 | | | 2 | 14 | | | 0 | 0 | | | 1 | 7 |
| 48 | | | 4 | 29 | | | 7 | 50 | | | 1 | 7 | | | 2 | 14 | | | 0 | 0 |
| 49 | | | 3 | 21 | | | 9 | 64 | | | 0 | 0 | | | 1 | 7 | | | 1 | 7 |
| 50 | | | 6 | 43 | | | 4 | 29 | | | 1 | 7 | | | 2 | 14 | | | 1 | 7 |

±Statements 40 through 50 appear only on Post Staff Survey.

uniform, there will be more intelligent use and interpretation of test results. The testing program will only be as functional and meaningful as intelligent use permits. Anticipated staff development activity relative to meeting this end has already been mentioned.

## Staff and Parent Assessment Surveys - June

Perhaps the most significant aspect of evaluation of this practicum is that which deals with staff and parents attitudes toward the endeavor. Pre and post surveys asked both groups to respond to a variety of questions which would reveal what changes in their attitudes, if any, might have come about as a result of our experience in developing and implementing a non-graded program. The objective dealing with attitudinal change assumed that the change would be a positive one, and that this would be reflected in post assessments findings.

### Staff Assessment

The staff survey which was made during the developmental stages of the practicum contained thirty-nine statements with forced choice responses. Teachers also were requested to make comments, suggestions, or to pose concerns and problems. The results of that survey were reported on pages fourteen through seventeen of this report.

In order to determine any changes in attitudes toward various aspects of the program the same statements were made a part of the past practicum staff assessment survey. Additionally, eleven more items appear on the June survey. They deal with evaluation of program activity, leadership provided, teacher involvement, and implication for extension of the program to higher levels. Again, teachers were asked to make personal comments, criticism, suggestions, or to pass along observations they deemed significant.

Fourteen staff members completed the June survey. Among them were all the primary teachers, intermediate grade teachers, and auxiliary staff. In the original survey sixty-two percent of the respondents indicated no opinion about the statement which said that non-graded instruction permits more individualization of instruction than does a traditional graded organization. In the post assessment eleven of fourteen teachers, or seventy-nine percent, indicated agreement with the statement. As was the case in the first survey, over ninety percent of the respondents agreed with the second and third statements, which in essence say that each child is unique and that provision must be made for individual progression. The significance of I.Q. tests as a prime consideration in determining pupil placement was viewed differently in the post assessment. Originally a majority of teachers indicated that this factor was of prime importance, and the later response showed only twenty-nine percent maintaining that position.

The majority of respondents again indicated that the program entails more work for them and that more time is spent in program management. Almost all of the teachers originally indicated that such a program would find them spending more time in record keeping, and in the second survey they concluded that, in fact, was their experience. Staff opinions did change regarding the desirability or removal of grade levels, the movement of children detracting from program continuity, and that a non-graded program might lead to increased performance accountability. Seventy-one percent of the teachers saw the removal of grade levels as necessary and desirable, and over half indicated that a non-graded program can remove the stigma of pupil non-promotion or failure. In the post assessment eleven teachers indicated that pupil movement to different groupings did not detract from program continuity, where originally a majority thought that there would be a lack of continuity.

Statement thirty in the pre and post staff surveys said that non-graded instruction might lead to more performance accountability. Current and past procedure for rating and reporting the efficiency of a teacher calls for the principal, on an annual basis, to merely judge the teacher's performance to be superior, excellent, satifactory, or unsatisfactory. Except in the case of unsatisfactory ratings, there is no documentation. In June the teacher is presented with a form which shows her name, social security number, school, and one of the four words which constitutes the rating. This is the prescribed device by which teachers are held accountable. A rating of less than excellent removes a teacher from consideration for summer school employment or the opportunity to make application for other positions.

In the pre staff survey two-thirds of the respondents indicated agreement with the statement which said that there might be increased performance accountability. Some staff members indicated at that time that they were apprehensive about getting involved in a program which might, or might not, be successful. They did not want to be considered less efficient because of their participation in a program which might not meet its objectives.

In the post program survey not even one-third of the respondents indicated a concern over this aspect of the program. It appears that because no teachers received a lowered efficiency rating for the practicum period that what they had perceived to be a legitimate concern was no longer a significant problem. No participating staff member was rated unsatisfactory, one received a satisfactory rating, and the rest an excellent or superior rating. Staff views concerning what a non-graded program might mean relative to their efficiency grades appear to have been modified.

Respondents generally concurred that program implementation should initially be only in reading and math, that primary grouping should be on the basis of reading ability, and that the non-graded program could be accomplished through the grades. No less than sixty-eight percent of the teachers agreed or strongly agreed with these three statements. The eighth and thirty-third statements found in the June staff survey both deal with staff acceptance and agreement regarding what constitutes mastery and a continuum of skills at various levels. In both surveys teachers indicated that such agreement could be reached, but in the latter seventy-nine percent concurred, while the earlier survey had just over fifty percent indicating agreement.

Statements eleven and thirty-nine indicate that non-graded programs make little difference, and that they are neither feasible, practical, or desirable. Only one respondent agreed, and curiously, two indicated no opinion. The remainder, or seventy-nine percent, disagreed.

In the original survey teachers had generally agreed that existing reporting procedures were inadequate for a non-graded program and that the basal and supplemental reading materials were not adequate for identifying levels of pupil mastery. In the June survey at least sixty-five percent of the respondents indicated satisfaction with both program reporting procedures and the newly acquired reading materials. One teacher indicated in a written statement that too much time was spent in attempting to correlate her classroom instruction to reading guides and mastery skill cards. It was her position that the former reading program was adequate, and that if a teacher did her job well, and the child wanted to learn, that satisfactory progress could be made without all the testing and recording procedures.

Relative to the statement that careful and effective individual diagnosis of pupil ability is prerequisite to proper grouping, she was the only one who indicated strong disagreement, with the balance of respondents agreeing or strongly agreeing.

Teachers again indicated agreement that staff must concur regarding program philosophy, that parents can be successfully involved, that staff should share in on-going assessment, and that administration, teachers and auxiliary staff should be involved in program development and implementation. For item twenty-three, which stated that only classroom teachers should be involved, one respondent indicated no opinion and the remaining ninety-three percent disagreed or strongly disagreed.

Teachers indicated a sixty-four percent affirmative response to the statement that we presently have the resources, facilities, personnel, materials, and equipment needed for a non-graded program. Originally less than half had responded similarly, with five teachers expressing no opinion. A related statement, dealing with the necessity of sharing materials, equipment, and facility, found teachers agreeing at approximately the same rate.

The use of evaluation data recorded by other teachers was agreed to by seventy-one percent of the respondents, and nine of fourteen teachers, or sixty-four percent, agreed that non-graded instruction necessarily implies an increase in the amount of pupil testing. This contrasts with the original survey which found only one-third of the teachers agreeing.

Teachers generally disagreed with the statement that they should be involved in the conducting of staff development meetings, both in the pre and post surveys. One respondent wrote that involvement was fine, but responsibility for training and development should not be relegated to those who are learning.

Thirty-six percent of the teachers indicated that successful implementation of a non-graded program is the direct responsibility of the principal, yet sixty-nine percent said that the classroom teacher is directly responsible for providing the best possible instructional program. Teachers did indicate that they had ample opportunity to provide input and share responsibility for staff development activity, with just over half saying that in-service activity was appropriate and adequate. Teacher evaluation of such activity has been mentioned, as well as the feeling of some that too much was attempted in too short a time.

period. Outside consultant service and resource personnel were rated as adequate by fifty-seven percent of the teachers.

Parent understanding and involvement was thought to be an important component of the program by eighty-six percent of the respondents. One teacher had no opinion, the other strongly disagreed.

Seventy-six percent of the teachers indicated that non-graded instruction can realistically provide for the individual needs of students.

Statements thirty-eight, forty-two, and fifty in the post program staff survey deal with teacher attitude toward the program, their involvement, and program expansion. Not less than seventy-one percent responded affirmatively to any of these statements, indicating general agreement that the outcomes made the endeavor worthwhile.

In response to the statement that adequate leadership was provided by the principal throughout the course of the project twenty-one percent strongly agreed, fifty-seven percent agreed, fourteen percent expressed no opinion, and one teacher, or seven percent, strongly disagreed.

The results of the staff post program survey give indication that the effort was generally successful. I believe the respondents were not reluctant to honestly state their views, for as we proceeded through practicum activity there appeared to be frankness and candor in the dialogue and communication between teachers, and between teachers and the principal. As is evident in the body of the report, and the evaluation section, all did not always go well.

As we extend the program to the intermediate grades in the coming year our way should be made easier from what we have learned from this experience.

### Parent Assessment

The parent survey which was made during the developmental stages of the non-graded program requested that parents respond to nineteen forced choice statements, all relative to the existing organization and a non-graded program. In the June survey all but two of the original statements were repeated, along with four additional statements which pertained directly to their impressions of the program. Statements which were eliminated dealt with the then existing graded organization and asked if parents would be interested in attending and contributing to informational, orientation, and planning meetings if a non-graded program was

FIGURE 12

## NON-GRADED PROGRAM SURVEY
## PARENT FORM

1. I would prefer an organization in the school which would remove promotion (and non-promotion or failure) from grade to grade, where children could progress according to their individual rate and ability.

2. More individual attention given to students by teachers, using instructional materials appropriate to the child's own ability, is desirable.

3. I believe that each child is unique, and that all children in the class cannot be expected to achieve understanding and mastery of certain concepts within the same period of time.

5/4. Experiencing sucess is very important for children, and I would support a program which might increase such opportunities.

6/5. My children and myself have known children who were failed at the end of the school year and repeated another year of the same grade and instructional program. I feel that children must be aware of their limitations, regard failure in school as something which is not harmful, and should be accepted as part of life.

7/6. I would prefer the report of progress for my child where he/she is judged according to his/her own level of ability, and not always compared to others.

9/7. I feel that educational personnel at the school are best qualified to determine what, if any, changes in the program should be made, and would prefer to leave responsibility and decision making exclusively to them.

10/8. I feel that if I have a reasonable understanding of what non-graded instruction means in regard to my child, that I can work cooperatively with the teacher in helping in the development of my child.

11/9. A complete removal of grade level designations is necessary and desirable.

12/10 I feel that I need more information regarding non-graded instruction before I can form opinions regarding the matter.

13/11 My child's teacher has indicated his/her support for the concepts of non-graded organization.

14/12 I am concerned about children who continually fail to achieve, and who, when grouped at their own level of ability, are much older and are more physically and socially mature than their classmates.

15/13 I am satisfied with the current administration, organization, and instructional program of the school.

16/14 I am satisfied with the current procedures and reporting instruments (Report Cards) which indicate the progress my child is making in school.

Responses

FIGURE 12 Continued

| Statement Number | | A Strongly Agree | | | | B Agree | | | | C No Opinion | | | | D Disagree | | | | E Strongly Disagree | | | | No Response | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | |
| Pre | Post | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| [illegible] | 1 | 19 | 13 | 24 | 18 | 29 | 20 | 68 | 51 | 50 | 34 | 25 | 19 | 27 | 18 | 12 | 9 | 10 | 7 | 4 | 3 | 12 | 8 | 0 | 0 |
| 2 | 2 | 37 | 25 | 45 | 34 | 95 | 65 | 76 | 57 | 9 | 6 | 2 | 2 | 3 | 2 | 4 | 3 | 0 | 0 | 1 | 1 | 3 | 2 | 4 | 3 |
| 3 | 3 | 17 | 12 | 38 | 29 | 92 | 62 | 63 | 47 | 12 | 8 | 4 | 3 | 8 | 5 | 18 | 11 | 1 | 1 | 7 | 5 | 17 | 12 | 6 | 5 |
| 5 | 4 | 24 | 16 | 28 | 21 | 108 | 73 | 101 | 76 | 7 | 5 | 1 | 1 | 2 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 6 | 4 | 1 | 1 |
| 6 | 5 | 21 | 14 | 12 | 9 | 42 | 29 | 23 | 17 | 12 | 8 | 9 | 6 | 28 | 19 | 54 | 41 | 40 | 27 | 33 | 25 | 4 | 3 | 2 | 2 |
| 7 | 6 | 34 | 23 | 27 | 20 | 61 | 41 | 66 | 50 | 4 | 3 | 7 | 5 | 20 | 14 | 11 | 8 | 15 | 10 | 12 | 9 | 13 | 9 | 10 | 8 |
| 9 | 7 | 31 | 21 | 29 | 22 | 64 | 43 | 52 | 39 | 8 | 5 | 10 | 8 | 21 | 14 | 16 | 12 | 19 | 13 | 21 | 16 | 4 | 3 | 5 | 4 |
| 10 | 8 | 29 | 20 | 32 | 24 | 36 | 24 | 72 | 54 | 16 | 11 | 8 | 6 | 37 | 25 | 17 | 13 | 14 | 10 | 2 | 2 | 15 | 10 | 2 | 2 |
| 11 | 9 | 11 | 7 | 26 | 20 | 33 | 22 | 69 | 52 | 14 | 10 | 6 | 5 | 55 | 37 | 25 | 19 | 27 | 18 | 7 | 5 | 8 | 5 | 0 | 0 |
| 12 | 10 | 43 | 29 | 21 | 16 | 78 | 53 | 24 | 18 | 3 | 2 | 7 | 5 | 9 | 6 | 47 | 35 | 8 | 5 | 25 | 19 | 6 | 4 | 9 | 7 |
| 13 | 11 | 14 | 10 | 25 | 19 | 43 | 29 | 67 | 50 | 54 | 37 | 28 | 21 | 16 | 11 | 9 | 7 | 12 | 8 | 2 | 2 | 8 | 5 | 2 | 2 |
| 14 | 12 | 17 | 12 | 14 | 11 | 70 | 47 | 39 | 29 | 23 | 19 | 19 | 14 | 8 | 5 | 42 | 32 | 2 | 1 | 15 | 11 | 22 | 15 | 4 | 3 |
| 15 | 13 | 37 | 25 | 43 | 32 | 53 | 36 | 55 | 41 | 15 | 10 | 6 | 5 | 18 | 12 | 11 | 8 | 9 | 6 | 11 | 8 | 15 | 10 | 7 | 5 |
| [illegible] | 14 | 15 | 10 | 16 | 12 | 65 | 44 | 43 | 32 | 17 | 12 | 15 | 11 | 32 | 22 | 33 | 25 | 14 | 10 | 21 | 16 | 4 | 3 | 5 | 4 |

FIGURE 12 Continued

## NON-GRADED PROGRAM SURVEY
## PARENT FORM

17/15 From observations and comments made by my child, his/her classmates, and/or the teacher, I feel that currently there are too many levels of pupil ability in reading and arithmetic in my child's classroom.

18/16 I feel that cooperative working relationships between home and school can be improved upon.

17 There was ample activity and information from the school to allow parents an opportunity to become involved and knowledgeable concerning the non-graded programs.

18 My child (children) who were involved in the non-graded program have a satisfactory understanding of the level concept, as compared to the former grade designation.

19 Parents were encouraged by school personnel to become directly a part of the program through observation and volunteer work in the classroom.

20 I would prefer to see the non-graded program implemented at higher subsequent levels in the coming school year.

FIGURE 12 Continued

Responses

| Statement Number | | A Strongly Agree | | | | B Agree | | | | C No Opinion | | | | D Disagree | | | | E Strongly Disagree | | | | No Response | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | | Pre | | Post | |
| Pre | Post | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| [illegible] | 15 | 16 | 11 | 9 | 7 | 64 | 43 | 47 | 35 | 41 | 28 | 25 | 19 | 9 | 6 | 30 | 23 | 4 | 3 | 16 | 12 | 13 | 9 | 6 | 5 |
| 18 | 16 | 26 | 18 | 13 | 10 | 59 | 40 | 44 | 33 | 37 | 25 | 23 | 17 | 10 | 7 | 23 | 17 | 7 | 5 | 21 | 16 | 8 | 5 | 9 | 7 |
| | 17 | | | 40 | 30 | | | 61 | 46 | | | 11 | 8 | | | 13 | 10 | | | 3 | 2 | | | 5 | 4 |
| | 18 | | | 34 | 26 | | | 58 | 44 | | | 17 | 13 | | | 11 | 8 | | | 6 | 5 | | | 7 | 5 |
| | 19 | | | 27 | 20 | | | 57 | 43 | | | 21 | 16 | | | 16 | 12 | | | 7 | 5 | | | 5 | 4 |
| | 20 | | | 32 | 24 | | | 75 | 56 | | | 9 | 7 | | | 8 | 6 | | | 6 | 5 | | | 3 | 2 |

Pre practicum parent responses N=147
Post practicum parent responses N=133

Pre practicum survey statements No. 4 and 8 do not appear in post survey. Post practicum survey statements No. 17 through 20 do not appear in pre survey.

(Note: Per cents do not equal 100 in all cases due to rounding) implemented. One hundred thirty-three June surveys were returned. The procedure for distribution of post survey forms was identical to that used for the pre practicum survey, which is described on page 18 of the report.

In responding to the initial survey thirty-four percent of the parents had indicated no opinion regarding the desirability of a school organization which would remove pupil promotion and non-promotion from grade to grade, and where children could progress according to their individual rate and ability. In the post program survey sixty-nine percent agreed or strongly agreed that such an organization would be preferable, nineteen percent expressed no opinion, and the remaining twelve percent disagreed. In responding to a related statement, which was number six in the original survey, only twenty-six percent indicated agreement with the proposition that non-promotion or failure in schools is not necessarily harmful and that it should be accepted as part of life. This contrasts with the earlier figure of forty-three percent, and gives indication of greater understanding of many principles relative to the non-graded program.

More than ninety percent of the respondents agreed that more individual attention given to students, by teachers, using instructional materials appropriate to the child's own ability, was desirable. This was only a slight increase in rate over the original responses to the same statement. In both surveys over three-fourths of the respondents agreed that all children in a class cannot be expected to achieve understanding and mastery of certain skills and concepts within the same period of time. Parents again were in overwhelming agreement that experiencing success is very important for children, and that they would support a program which might increase such opportunities. Eight percent more parents indicated agreement with this statement in the post survey than did during the initial assessment.

Seventy percent of the parents indicated a preference for a report of progress for their children where they were judged according to their own levels of ability rather than consistently being compared to others. This reflects a six percent increase over prior responses to the same statement.

Two statements which showed more significant changes in opinion dealt with the support teachers had shown for the concept of non-graded instruction and the degree to which parents had a reasonable understanding of what non-graded instruction meant in regard to their children. Almost seventy percent of the respondents indicated that their child's teacher had indicated support for the concept of non-graded instruction, where originally thirty-seven percent expressed no opinion. Less than forty-five percent had indicated an understanding of non-graded instruction as it related to their children. The rate agreeing in the post survey was almost eighty percent.

Where over sixty percent of the respondents had originally indicated no opinion or disagreement that a complete removal of grade level designations is necessary or desirable, in the post program survey seventy-one percent indicated agreement with the statement. Again over half the parents indicated that educational personnel at the school should have the responsibility for decision making regarding educational programs. Eighty-two percent of the respondents had earlier indicated a need for more information about non-graded programs. In the June survey only thirty-four percent similarly responded.

Only forty percent of the post survey respondents indicated concern over children who, because of repeated failure, were older and more physically and socially mature than their classmates, as compared with fifty-nine percent who expressed such a concern in the original survey. The increase in rate of those indicating satisfaction with the current administration, organization, and instructional program at the school was not as significant, rising from the originally reported figure of sixty-one percent to a June figure of seventy-four percent.

Twelve percent fewer respondents indicated that they felt that there were too many levels of ability in reading and math in their children's classrooms. The rate of parents who indicated that working relationships between home and school could be improved upon was reduced by fifteen percent, from an earlier figure of fifty-eight to forty-three.

In response to the last four questions found in the June parent survey which are concerned specifically with parent reactions to the non-graded program the findings were positive and encouraging. Over three-fourths of the respondents indicated that they had ample opportunity to become involved and knowledgeable concerning the non-graded program. Almost seventy percent of those returning the survey form indicated that their children had a satisfactory understanding of the level concept, as compared to the former graded designation. Sixty-three percent of the respondents indicated that they had been encouraged by school personnel to become directly involved in the program through observation and volunteer assistance. Over eighty percent agreed or strongly agreed to the statement which said parents would prefer to see the non-graded program implemented at higher subsequent levels in the coming year.

One of the parents made the following observation, in writing, regarding her experience and that of her daughter, as the program became operational.

> "I am as concerned as my neighbor about changing a program we are satisfied with. I had two older children who went to the school when it was a Kindergarten through grade six school. They did alright then, and are getting along good in high school. I read enough about free schools and open schools to know that wasn't what we wanted in our neighborhood."

The parent remained anonymous in the earlier survey, and did so again when responding to the post program survey. However, the penmanship exhibited in both surveys was so unique that it can safely be concluded that the comments made on both were made by the same person. In the June survey the following comment was made:

> "There are some parts of the program I like. My daughter seems happy in her schoolwork. She started in level D in reading, and as I understand it that was first grade work, even though she was in second grade. By February I think she was at level E, and finished level F work by the end of the year. I have a harder time

> not thinking of grades than she does. Her progress report showed level G for the new year, and that's the way she said it. Of course I still asked the teacher if that was third grade work. The arithmetic was even better. The teacher let me know exactly what she was working on, and how I could help her practice the skill. Maybe I am not against the program as much because I know more about what is going on."

## Comments Relative To The Program

One might conclude from the reading of this report that there are organizational similarities between the program which existed prior to, and at the end of, the practicum. Such is the case. Classrooms are still multi-level, but there has been a reduction in the range of ability. The report reflects that at the time of reorganization some of the primary classrooms were organized with three ability levels in reading. Others had children placed in one or two ability groupings. Enrollments also changed. The lowest level primary pupils were in a room with a membership of only eighteen as a result of the initial reorganization. Maximum class size was thirty-two. This group was comprised of students placed in the highest ability grouping, namely J and K.

Mention was made of the thirteen students who left their home classrooms only for reading, returning for instruction in other curriculum areas. Twenty-three pupils, or twelve percent of those involved, were moved to higher groupings because of their ability to achieve at an accelerated pace. Seven of the twenty-three moved up to new class groupings. Four children were moved to lower level ability groups in new classrooms.

Our emphasis throughout the endeavor was more appropriate instruction for our clients, and our means to achieve that end was to provide, insofar as organizationally possible, for more individualized instruction. As part of the effort planned to achieve that goal I deliberately brought staff together for collaborative effort throughout the practicum. It was my feeling that the responsibility of individual teachers to the group, rather than stressing responsibility to the administration, would result in more meaningful and genuine effort throughout the period of the practicum. I have written of the generally prevailing attitudes of staff prior to the onset of practicum activity. I feel that the opportunities staff had to work together and to personally contribute to the undertaking was to a large degree responsible for the success we enjoyed, and for the changing attitudes of teachers regarding the program.

We have more than merely changed our organization and reporting procedures. Basic concepts have changed.

There are obvious distinctions between what formerly existed in the primary grades and the now existing non-graded primary organization. Children can, and do, progress more in terms of their individual achievements rather than according to normative group or grade standards. Teachers are more aware of the individuality of their clients, and are attempting to provide more appropriate instruction for them. Children, staff, and parents have generally accepted the level concept, and there is very little reference to grades. Non-promotion, as a teacher or administrative technique to be employed in dealing with a slow achiever, is out. There are more precise efforts made in order to judge pupil achievement. Instruction is more behaviorally oriented in reading and mathematics.

I anticipate that as we proceed with nongraded instruction in the primary and intermediate levels that there will be increased consideration given to the individual potential and performance of children, and that there will be an increasing number of children profiting from moving along at their own rate of progress.

## CONCLUSIONS

The obvious conclusion one would draw from having been involved, in a leadership role, in the development and implementation of the non-graded program, would be that in fact such a program is presently a reality. There is no question that the endeavor of this practicum has resulted in a change in organization and in a modification of the program of instruction at the primary levels. The body of this report which describes a substantial portion of the program activity, and the evaluation section, reflect both program outcomes and an assessment of those outcomes. That there was a great deal of activity is readily apparent. The value of that activity, at least in terms of meeting stated objectives, is not totally consistent.

We encountered difficulty initially when we attempted, through a variety of means, to develop a program philosophy which would be acceptable to participating staff, and upon which we could rely in giving us direction as we proceeded with the program. The statement of principles which we finally accepted as at least being adequate should be subject to review and further refinement as the program is extended to higher levels.

Based upon our experiences, and the post survey results of the staff and parent assessments, I would conclude that the objectives relative to staff and parent involvement were satisfactorily met. The level of staff involvement was substantial, and as has been mentioned, was perhaps too all encompassing. Once a determination had been made regarding restriction of the program to primary levels the demands upon primary teachers and their available time reportedly exceeded any level they had formerly known. Our experience was that the time period of the practicum, as we attempted to carry out the many and varied activities necessary in order to accomplish stated objectives, was somewhat confining. This did not preclude our getting the job done, but in future endeavor in our school and in other schools of the district I am recommending that the objectives be more limited, and that a school plan or timetable for development and implementation be less rigid. We did modify our plan according to what could be accomplished or anticipated at given times, but it is now my feeling that my overriding concern toward meeting objectives did not allow as much flexibility as might be desirable.

The results of the June survey indicate that the increased amount of parent participation in the program resulted in significant changes in their understanding and attitudes toward non-graded instruction. Responses of parents generally indicated agreement with the guiding principles of the program. The questions of non-promotion and the stigma of failure for pupils found parents generally agreeing that both were undesirable. Perhaps of greatest significance was the dramatically increased number of parent respondents who indicated some understanding of a non-graded program as it related to their children. I would conclude that without a high level of personal parent involvement that necessary understanding and support would be extremely difficult to accomplish. Increased written communication cannot bring about the same results as person-to-person contact and personal involvement.

Our procedures for determining pupil level placement were difficult to develop, but as reported, were rather successful. Auxiliary staff contributions helped provide flexibility in scheduling, providing additional planning time, and an increase in direct service to children.

The increased use and sharing of instructional materials, equipment, and facility was accomplished. It is questionable, however, as to the propriety of making this a stated objective for such an endeavor. Now that the practicum is over it appears that this should have been a logical consequence of proper program planning.

Articulation of program plans and modification was an integral part of the on-going activity with the principal, coordinator, lead teachers, and primary classroom teachers. I feel that articulation with intermediate level teachers was adequate, and was lacking in regard to communication with upper grade teachers. It is my contention that said communication is still important, and that with more lead time and specific planning that many aspects of the non-graded program could logically lead to at least limited direct involvement, in a meaningful way, of upper level teachers.

Local development or modification of reporting and other forms was generally successful. These forms were a product of teacher ideas in response to indicated needs. Perhaps for that reason the degree of their functional utility, as perceived by staff, was high.

Problems in drawing conclusions about group achievement scores have been mentioned. Also stated was our intention to carefully utilize the formal testing program not only as a means of assessment during the coming years, but additionally to use the program as part of our scheme in attempting to improve the quality of instruction in the classroom.

The objective relative to identifying, evaluating, and providing service for exceptional children was achieved. As a result of the focus in this area many more students are receiving various kinds of service not provided in a normal classroom setting. As is often the case in such endeavor, there are outcomes which were not anticipated. The assignment of a full-time learning disabilities teacher in September of this year has resulted in the transfer of five students from other schools in the district to our new moderate learning disabilities class. With the mainstreaming of children, described in the report, this has increased our class enrollments. We are able to, and do, provide service for these children, but their presence has caused new concerns. Two of them formerly were in severe learning disabilities classes for three years. It was determined by staff and the psychologist serving those children that they would not profit from continued placement in an S.L.D. setting. They subsequently were administratively transferred to our program. It appears questionable that we can adequately provide for their needs. We are currently assessing their performance and our ability to properly serve them. Our problem is compounded by the critical lack of special education opportunities made available by the Board of Education, and the long waiting lists of eligible children awaiting placement.

Directly contributing to the success of this project was the ability of the coordinator and the lead teachers in effectively working with the primary teachers. Interpersonal relationships can make or break such an effort as has been described in this report. I feel that I know my teachers well, on a personal and professional basis, but I am cognizant of the fact that the administrative hat I wear has an effect on the working relationship I have with every teacher. There were times when legitimate concerns of staff might have remained unknown to me had it not been for the lines of communication established with all members of the team. As I have worked with, and reported to, other district principals I have emphasized the importance of the role of these people, and the necessity that they possess the attributes necessary in functioning effectively with their co-workers.

Both the staff and parents post program assessments reflect a overall positive change in attitudes and understandings relative to the non-graded program. There are, of course, exceptions to the degree to which those involved support what we have accomplished. One of the primary teachers, with many years experience and a traditional outlook toward what a school is, and ought to be, appears to have only gone through the motions of being committed to the program. Observed classroom procedures changed very little, and, as apparent from comments she made throughout the practicum, the same can be said for her attitude. However, even this was not a total loss, for she was very instrumental in developing procedures for pupil level placement and assessing pupil progress. She has shown continuing support and interest in this facet of the program.

It is my conclusion that to the degree possible all stated objectives were satisfactorily met. No endeavor of this magnitude will result in one-hundred percent achievement of objectives. What has been accomplished is significant, for as a group of involved professionals, we, as a staff, are in agreement that we have implemented a program which did improve learning opportunities for the children we serve. It is not my directive which determined continuation of the program and extension to the intermediate levels during the following year. This concensus of staff and parents indicates support for what we achieved, and for what we hope will be accomplished over the long term.

I personally profited from this project for many reasons. A shift in priorities necessitated my spending less time carrying out the routine procedural and clerical aspects of managing a school. I know more of what is actually taking place in the classroom, and what we are really doing in attempting to develop children to their maximum potential. I am much more familiar with the performance of my primary staff, and sincerely feel that improved working relationships are one of the spin-offs of this activity.

Perhaps I even gained in the ability to utilize my time more efficiently, for the aforementioned tasks related to routine procedural and clerical matters were still accomplished, and reasonably well. There is no doubt that I spent more time last year in direct involvement with the instructional program in my school than I have done in nine years in the principalship. I learned much about my staff, my clients, and my community. From this experience I am confident that I can, and will, apply what I have learned in working toward continuing improvement of what we actually do for kids.

It was worth the effort.

# APPENDIX

1974-1975 SCHOOL YEAR

Dear Colleague:

I am currently in the process of developing and implementing a program of non-graded instruction at the primary, and possibly in the intermediate grades.

As you are aware, the schools of our district are to be moving in that direction. We are all cognizant of the prevailing attitudes of our teaching staffs and communities as regards approval and acceptance of traditional, graded, lock-step organizations. For these and other reasons, the fact that successful implementation of a non-graded program will be a formidable task is obvious.

In consideration of these factors, I am asking your understanding, support, and input as the program at my school is developed. The District Superintendent is aware of my endeavor, and has indicated a desire that I share with you our plans, experiences, activities, successes, and lack of same, as we proceed through program implementation. It is anticipated that from our experiences we will be able to assist you as you move in similar direction in the coming school year.

I am involved in this project for two reasons. The modification of our instructional program should improve educational opportunity for the youngsters we are serving, and, hopefully, will have impact and extend beyond our local school to other schools in our district. Additionally, my involvement and the activity of the project will be submitted in a written report to Nova University, Ft. Lauderdale, Florida, in order to meet partial requirements for the university's Ed. D. Program for Educational Leaders.

Please complete, insofar as possible, all questions or statements on the attached District Administrator's Survey form. They may be returned in the enclosed pre-addressed and stamped envelope.

As you will notice when completing the form, I have not requested that you identify yourself or your school. Please feel free to do so if that is your preference.

Your cooperation is sincerely appreciated.

Gratefully,

Bruce E. Troutman

BRUCE E. TROUTMAN
Principal

1974-1975 SCHOOL YEAR

## DISTRICT ADMINISTRATOR'S SURVEY

### Non-graded Instructional Program

1. Is there presently an on-going, viable, functioning program of non-graded instruction in your school? ________YES ________NO

2. If your response to No. 1 was yes, please indicate the grades/levels participating in the program. ________________
Grades / Levels

3. If you currently have such a program please respond to the following questions or statements.

A. Number of staff involved ________________
B. Number of children involved ________________
C. Number of years program has been operational ________________
D. Curriculum areas dealt with through non-graded instruction ________________
________________
________________
________________
________________

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Kindly react to the following statements by circling one of the five letters preceding the appropriate response.

A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

4. Implementation of a non-graded instructional program is more easily and sensibly accomplished by first introducing such a program to the primary grades. A B C D E

5. Non-graded instruction should be limited to reading and arithmetic. A B C D E

6. Selection of appropriate instructional materials is critical to the success of such a program. A B C D E

7. Parents can and logically should be involved in the development and implementation of such a program. A B C D E

8. Appropriate staff development activity is an essential component of program implementation. A B C D E

9. There must be a reorientation of staff, parent, and administrative philosophy and attitudes if a school is to move from a traditional, graded organization to a non-graded program. A B C D E

1974-1975 SCHOOL YEAR

DISTRICT ADMINISTRATOR'S SURVEY
Non-graded Instructional Program

- 2 -

10. Proper placement of each child according to his individual needs, without restrictions created by year in school or chronological age, is an absolute prerequisite to program success. A B C D E

11. Opportunity for district administrators and some teaching staff to have information of a district school's endeavor in developing and implementing a non-graded program of instruction could be useful as other schools move in similar program direction. A B C D E

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Please use the following space to comment, make suggestions, or to question any aspect of the non-graded program effort. Your views will be helpful in determining objectives, direction, and program activity.

* * * * * *

1974-1975 SCHOOL YEAR

## NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION SURVEY

## PARENT FORM

Dear Parents:

As you are probably aware through contact with other parents, staff at the school, your child's teacher, and reading P.T.A. and school newsletters, there is being developed and implemented a program of non-graded instruction for the children in the primary, and possibly in the intermediate grades. The anticipated result is that we will improve and enhance the educational opportunities for all children who will be involved.

Your understanding, cooperation, and support is critical to the success of our endeavor. The questions and statements in this survey are presented in order that we may become aware of your feelings regarding the current instructional program and certain aspects of a non-graded program.

You will be invited to a number of large and small group information meetings which will permit us to share concerns, ideas, and information relative to program development and implementation.

Parents may remain anonymous in responding. You may, if you wish, identify yourself, your child, and his/her room in space provided at the end of the survey. You or your child may return the completed form to the classroom teacher or place it in the office mailbox.

Your cooperation is essential, and sincerely appreciated.

Very truly yours,
Bruce E. Troutman
BRUCE E. TROUTMAN
Principal

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Please give careful consideration to each question or statement before indicating your response. We are interested in your current feelings at the time you are completing the survey.

For each statement please circle one of the five letters preceding the response which most accurately reflects your opinion or feeling.

A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

1. I would prefer an organization in the school which would remove promotion (and non-promotion or failure) from grade to grade, where children could progress according to their individual rate and ability. A B C D E

1974-1975 SCHOOL YEAR

## NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION SURVEY

Parent Form

- 2 -

2. More individual attention given to students by teachers, using instructional materials appropriate to the child's own ability, is desirable. A B C D E

3. I believe that each child is unique, and that all children in the class cannot be expected to achieve understanding and mastery of certain concepts within the same period of time. A B C D E

4. The present organization of the school, whereby pupils progress from grade to grade, from year to year, is satisfactory in meeting the needs of my child (children). A B C D E

5. Experiencing success is very important for children, and I would support a program which might increase such opportunities. A B C D E

6. My children and myself have known children who were failed at the end of the school year and repeated another year of the same grade and instructional program. I feel that children must be aware of their limitations, regard failure in school as something which is not harmful, and should be accepted as part of life. A B C D E

7. I would prefer to see a report of progress for my child where he/she is judged according to his/her own level of ability, and not always compared to others. A B C D E

8. If a non-graded program is implemented in our school, I would be interested in attending and contributing to informational, orientation, and planning meetings dealing with the program. A B C D E

9. I feel that educational personnel at the school are best qualified to determine what, if any, changes in the program should be made, and would prefer to leave responsibility and decision making exclusively to them. A B C D E

10. I feel that if I have a reasonable understanding of what non-graded instruction means in regard to my child, that I can work cooperatively with the teacher in helping in the development of my child. A B C D E

11. A complete removal of grade level designations is necessary and desirable. A B C D E

12. I feel that I need more information regarding non-graded instruction before I can form opinions regarding the matter. A B C D E

13. My child's teacher has indicated his/her support for the concept of non-graded organization. A B C D E

1974-1975 SCHOOL YEAR

NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION SURVEY
Parent Form

- 3 -

14. I am concerned about children who continually fail to achieve, and who, when grouped at their own level of ability, are much older and are more physically and socially mature than their classmates. A B C D E

15. I am satisfied with the current administration, organization, and instructional program of the school. A B C D E

16. I am satisfied with the current procedures and reporting instruments (Report Cards) which indicate the progress my child is making in school. A B C D E

17. From observations and comments made by my child, his/her classmates, and/or the teacher, I feel that currently there are too many levels of pupil ability in reading and arithmetic in my child's classroom. A B C D E

18. I feel that cooperative working relationships between home and school can be improved upon. A B C D E

19. If you feel that improvement is needed in the school's instructional program, please list those areas in need of improvement:

A. ____________________________________________

____________________________________________

B. ____________________________________________

____________________________________________

C. ____________________________________________

____________________________________________

……

Please use the remaining space, or the back side of this form, for additional comments, suggestions, or questions relative to the current organization or a non-graded program of instruction.

June, 1975

## NON-GRADED PROGRAM SURVEY

## PARENT FORM

Dear Parent:

Our non-graded program of instruction at the primary levels was implemented and has been in effect for several months. During the course of the program many of you have been involved in a variety of ways, having served on committees, attending workshops and conferences, and providing feedback and suggestions. There are others among you who have not directly participated, but who have children who have been involved.

It is important that we have information relative to your current attitudes and your understanding of concepts related to non-graded instruction. Your cooperation in completing and returning this survey will assist us in evaluating our program effort and giving direction to future program planning.

You will probably recognize many of the statements as being part of the parent survey made early in the school year. By comparing responses to the two surveys we will be able to determine what, if any, change in parental attitudes there may be regarding a non-graded instructional program.

Please take time to write in comments, suggestions, criticisms, or to provide any information you feel is significant.

Again, parents may remain anonymous in responding. You may, if you wish, identify yourself, your child, and his/her room by writing in same at the end of the survey. You or your child may return the completed form to the classroom teacher or place it in the office mailbox.

Thank you for your cooperation.

Very truly yours,

Bruce E. Troutman

BRUCE E. TROUTMAN
Principal

……

Please give careful consideration to each question or statement before indicating your response. We are interested in your current feelings at the time you are completing the survey.

For each statement please circle one of the five letters preceding the response which most accurately reflects your opinion or feeling.

A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

NON-GRADED PROGRAM SURVEY June, 1975
PARENT FORM

- 2 -

1. I would prefer an organization in the school which would remove promotion (and non-promotion or failure) from grade to grade, where children could progress according to their individual rate and ability. A B C D E

2. More individual attention given to students by teachers, using instructional materials appropriate to the child's own ability, is desirable. A B C D E

3. I believe that each child is unique, and that all children in the class cannot be expected to achieve understanding and mastery of certain concepts within the same period of time. A B C D E

4. Experiencing success is very important for children, and I would support a program which might increase such opportunities. A B C D E

5. My children and myself have known children who were failed at the end of the school year and repeated another year of the same grade and instructional program. I feel that children must be aware of their limitations, regard failure in school as something which is not harmful, and should be accepted as part of life. A B C D E

6. I would prefer the report of progress for my child where he/she is judged according to his/her own level of ability, and not always compared to others. A B C D E

7. I feel that educational personnel at the school are best qualified to determine what, if any, changes in the program should be made, and would prefer to leave responsibility and decision making exclusively to them. A B C D E

8. I feel that if I have a reasonable understanding of what non-graded instruction means in regard to my child, that I can work cooperatively with the teacher in helping in the development of my child. A B C D E

9. A complete removal of grade level designations is necessary and desirable. A B C D E

10. I feel that I need more information regarding non-graded instruction before I can form opinions regarding the matter. A B C D E

11. My child's teacher has indicated his/her support for the concept of non-graded organization. A B C D E

June, 1975

NON-GRADED PROGRAM SURVEY
PARENT FORM

12. I am concerned about children who continually fail to achieve, and who, when grouped at their own level of ability, are much older and are more physically and socially mature than their classmates. A B C D E

13. I am satisfied with the current administration, organization, and instructional program of the school. A B C D E

14. I am satisfied with the current procedures and reporting instruments (Report Cards) which indicate the progress my child is making in school. A B C D E

15. From observations and comments made by my child, his/her classmates, and/or the teacher, I feel that currently there are too many levels of pupil ability in reading and arithmetic in my child's classroom. A B C D E

16. I feel that cooperative working relationships between home and school can be improved upon. A B C D E

17. There was ample activity and information from the school to allow parents an opportunity to become involved and knowledgeable concerning the non-graded program. A B C D E

18. My child (children) who were involved in the non-graded program have a satisfactory understanding of the level concept, as compared to the former grade designation. A B C D E

19. Parents were encouraged by school personnel to become directly a part of the program through observation and volunteer work in the classroom. A B C D E

20. I would prefer to see the non-graded program implemented at higher subsequent levels in the coming school year. A B C D E

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Please use the remaining space, or the back side of this form, for additional comments, suggestions, or questions relative to non-graded program of instruction.

1974-1975 SCHOOL YEAR

## NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION

### Staff Attitudes and Concepts Survey

This survey is being made in order to gain information relative to staff attitudes and understandings regarding a non-graded program of instruction. The results of this survey will assist us in assessing our present needs and will give us direction as we proceed with the development of a non-graded program of instruction. The results of this survey will be shared with you.

. . . . . . .

Please give careful consideration to each question before indicating your response. We are interested in your current feelings at the very time you are completing the survey. Teachers are to remain anonymous; but, may, if you wish, identify yourself by writing your name in the upper right hand corner. Completed forms are to be returned by placing them in the office mailbox.
For each statement please circle one of the five letters preceding the response which most accurately reflects your opinion or feeling.

A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

1. Non-graded instruction permits more individualization of instruction than does a traditional graded organization. A B C D E

2. Ability, maturity, and experience are factors which determine levels of readiness for each pupil and are unique for that person. A B C D E

3. The uniqueness of the individual pupil which contributes to his learning rate makes necessary the provision for individual progression. A B C D E

4. Performance results on I. Q. tests should be a prime consideration when considering proper placement of pupils. A B C D E

5. A non-graded program of instruction necessarily means more work for the classroom teacher. A B C D E

6. A non-graded program can remove the stigma of failure or non-promotion for the student. A B C D E

7. Non-graded instruction, if implemented, should be provided in all major curriculum areas. A B C D E

8. Staff can reach general agreement regarding what constitutes mastery, and when a child should progress from one level to another. A B C D E

9. A non-graded organization should focus on the grouping of students according to their individual reading ability. A B C D E

1974-1975 SCHOOL YEAR

NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION
Staff Attitudes and Concepts Survey

- 2 -

10. There must be general agreement among staff members regarding an acceptable philosophy relative to non-graded instruction if such a program is to be successful. A B C D E

11. Non-graded instruction will make little difference in educating our clients, it is their basic ability, attitudes, and motivation which will determine their degree of success. A B C D E

12. Experiencing success is critical to learning, and more individualized instruction can increase opportunities for these experiences. A B C D E

13. Careful and effective individual diagnosis of pupil ability is pre-requisite to proper grouping for non-graded instruction. A B C D E

14. Our school presently has the resources, facilities, personnel, materials, and equipment necessary for the development and implementation of a non-graded program. A B C D E

15. Present recording procedures are satisfactory for a non-graded program. A B C D E

16. Parents can successfully be involved in a non-graded program of instruction, provided they are kept informed of objectives, and outcomes. A B C D E

17. Staff should share in an on-going assessment of non-graded program activity. A B C D E

18. The basal and supplemental reading materials currently in use are adequate for identifying levels of pupil mastery. A B C D E

19. Procedures for articulating pupils new to the building into a non-graded program of instruction are of great importance. A B C D E

20. Implementation of a non-graded program should be school-wide. A B C D E

21. Implementation of non-graded instruction can be accomplished through the grades, but should first be introduced in the primary grades. A B C D E

22. Non-graded instruction should, during initial implementation, be provided primarily in reading and arithmetic. A B C D E

23. Only classroom teachers should be involved in program development and implementation. A B C D E

24. Administration, classroom teachers, auxiliary staff, teacher-aides, and volunteers should be involved in program development and implementation. A B C D E

NON-GRADED PROGRAM DEVELOPMENT AND IMPLEMENTATION
Staff Attitudes and Concepts Survey

25. A program of non-graded instruction will necessitate greater sharing of instructional materials, equipment, and facility. A B C D E

26. Non-graded instruction will make me more of a program manager and detract from my personal perception of a classroom teacher. A B C D E

27. The use of evaluation data recorded by other teachers should probably be used if the program is to be successful. A B C D E

28. We will have to carefully evaluate our feelings and modify some of our basic attitudes if we are to successfully implement a program of non-graded instruction. A B C D E

29. Non-graded instruction will result in increased movement of pupils from group to group and to other rooms, resulting in a lack of continuity of instruction. A B C D E

30. Non-graded instruction may lead to more performance accountability for teaching staff. A B C D E

31. It is the individual classroom teacher's responsibility to provide the best possible instructional program. A B C D E

32. Successful implementation of a non-graded program of instruction is the direct responsibility of the principal. A B C D E

33. There must be staff acceptance regarding a continuum of skills at various levels for students in such a program. A B C D E

34. A complete removal of grade levels is necessary and desirable. A B C D E

35. Teachers should be involved in the planning and conducting of in-service meetings. A B C D E

36. Non-graded instruction necessarily implies an increase in the amount of pupil testing. A B C D E

37. A non-graded program will result in more of my time being taken for record keeping activity. A B C D E

38. I support the concept of non-graded instruction and would realistically and honestly become involved in working toward the success of such a program. A B C D E

39. Non-graded instruction, as I view it, is neither feasible, practical, or desireable. A B C D E

. . . . . . .

Please use the remaining space, or that on the back side of pages of the survey, to make comments, suggestions, or to pose concerns and problems.

June, 1975

Dear Staff Member:

We have been engaged in the development and implementation of a non-graded program of instruction for the past nine months. During the course of our activity there have been numerous meetings and much work in dealing with program philosophy, staff development, materials selection, pupil assessment, reorganization, reporting forms, and a host of related matters. It is time now that we assess our efforts and accomplishments.

Realizing that you have contributed significantly to our effort, and that the end of a school year brings much additional teacher responsibility in terms of records and processing, I still am requesting that you take time to complete the attached survey. The worth of our endeavor must be evaluated, and you are in the best position to assist in that assessment.

As you will recall, most of the statements appearing in the survey are the same as those found in the Staff Attitudes and Concepts Survey which was made early in the school year. A comparison of responses should indicate what, if any, changes there have been in your attitudes toward non-graded instruction, and in your understanding of related concepts.

Your taking the time to write in additional comments, observations, and recommendations will be of particular value in assessing past endeavor and giving direction to future activity. Frank, open, and honest responses are essential to our getting a valid picture of where we are and the direction the program should take next year.

The results of this survey will be shared with you, and will be part of a project report being submitted to Nova University, Ft. Lauderdale, Florida.

I am very grateful for your cooperation.

Appreciatively,

Bruce E. Troutman

BRUCE E. TROUTMAN
Principal

JUNE, 1975

## NON-GRADED PROGRAM OF INSTRUCTION

### Staff Assessment Survey

Please give careful consideration to each question before indicating your response. We are interested in your current feelings at the very time you are completing the survey. Teachers are to remain anonymous; but, may, if you wish, identify yourself by writing your name in the upper right hand corner. Completed forms are to be returned by placing them in the office mailbox.

For each statement please circle one of the five letters preceding the response which most accurately reflects your opinion or feeling.

A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

| | | |
|---|---|---|
| 1. | Non-graded instruction permits more individualization of instruction than does a traditional graded organization. | A B C D E |
| 2. | Ability, maturity, and experience are factors which determine levels of readiness for each pupil and are unique for that person. | A B C D E |
| 3. | The uniqueness of the individual pupil which contributes to his learning rate makes necessary the provision for individual progression. | A B C D E |
| 4. | Performance results on I. Q. tests should be a prime consideration when considering proper placement of pupils. | A B C D E |
| 5. | A non-graded program of instruction necessarily means more work for the classroom teacher. | A B C D E |
| 6. | A non-graded program can remove the stigma of failure or non-promotion for the student. | A B C D E |
| 7. | Non-graded instruction, if implemented, should be provided in all major curriculum areas. | A B C D E |
| 8. | Staff can reach general agreement regarding what constitutes mastery, and when a child should progress from one level to another. | A B C D E |
| 9. | A non-graded organization should focus on the grouping of students according to their individual reading ability. | A B C D E |
| 10. | There must be general agreement among staff members regarding an acceptable philosophy relative to non-graded instruction if such a program is to be successful. | A B C D E |

NON GRADED PROGRAM OF INSTRUCTION JUNE, 1975
Staff Assessment Survey

11. Non-graded instruction will make little difference in educating our clients, it is their basic ability, attitudes, and motivation which will determine their degree of success. A B C D E

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JUNE, 1975

NON GRADED PROGRAM OF INSTRUCTION
Staff Assessment Survey

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39. Non-graded instruction, as I view it, is neither feasible, practical, or desirable. A B C D E

40. In-service activity was appropriate and adequate. A B C D E

41. Teaching staff had ample opportunity to provide input and to share responsibility for staff development activity. A B C D E

42. The program should be expanded to include the intermediate grades in the coming school year. A B C D E

JUNE, 1975

NON GRADED PROGRAM OF INSTRUCTION
Staff Assessment Survey

43. Parent understanding and involvement was an important component of the program. A B C D E

44. Too much time was devoted to staff development activity. A B C D E

45. Outside consultant service and resource personnel were adequate through program development and implementation. A B C D E

46. Increased cooperation and understanding between home and school was one of the important outcomes of the program. A B C D E

47. There was adequate leadership provided by the principal throughout the course of the project. A B C D E

48. Non-graded instruction can more realistically provide for the individual needs of students. A B C D E

49. Staff had ample opportunity to participate in on-going program assessment and to recommend program modification. A B C D E

50. The degree to which the objectives of the project were met made my involvement in the program worth the effort. A B C D E

Please use the remaining space, or the back pages of this survey, for comment, criticism, suggestions or related observation.

Completed surveys may be returned via the office mailbox.

. . . . . . .

JUNE, 1975

## NON-GRADED PROGRAM OF INSTRUCTION

## PUPIL PLACEMENT PROCEDURES

### STAFF ASSESSMENT FORM

Dear Teacher:

We are concerned with the accuracy and utility of the procedures we have employed for determining pupil placement or entry levels into the non-graded program. Please consider children who have been involved since implementation of the program and those who have transferred to the school during the course of the past year.

In order that you may more directly express your views, I am asking that you respond in writing rather than circling a word which indicates your level of agreement with a given statement.

Thank you for your cooperation.

Sincerely,

Bruce E. Troutman

BRUCE E. TROUTMAN, Principal

……

Please comment on any or all of the following:

Usefulness of standardized tests, basal reading series test results, diagnostic tests, and psychological evaluation recommendations:

Study of Work Samples:

Prior Teacher Observations and Recommendations:

JUNE, 1975

## NON-GRADED PROGRAM OF INSTRUCTION

## PUPIL PLACEMENT PROCEDURES

**STAFF ASSESSMENT FORM** - 2 -

School Records (Pupil Cumulative Folders and Cardexes):

Staffing Meetings:

Physical and/or Social Maturity of Pupil:

Sending School Recommendations (For Incoming Transfer Students):

Parental concerns and desires:

Please return completed form to the office before the last week.

# EVALUATION OF NON-GRADED
# INSTRUCTIONAL PROGRAM STAFF DEVELOPMENT ACTIVITY

Date ______________________________

Program Topic ______________________

Presentor ______________________

*In regard to today's staff development activity, please complete the evaluation and return (via office mailbox) within twenty-four hours.*

| | SUPERIOR | EXCELLENT | GOOD | SATISFACTORY | UNSATISFACTORY |
|---|---|---|---|---|---|
| CONTENT | | | | | |
| PRESENTATION | | | | | |
| SUITABILITY OF MATERIALS (IF APPLICABLE) | | | | | |
| USEFULNESS | | | | | |

*What suggestions can you make which could help to improve similar subsequent activity?*

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

*Please suggest related or other topics for future activity which would be of interest to you or other staff members.*

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

*Please use back side of this form for additional comments, suggestions, or questions if necessary.*

## NON-GRADED INSTRUCTIONAL PROGRAM

### PRIMARY CLASSROOM REPORT OF STUDENT DISTRIBUTION BY READING OR MATH LEVELS

CHECK ONE: (USE SEPARATE FORM FOR MATH AND READING)

( ) MATH

( ) READING

CHECK ONE:

( ) FIRST REPORTING PERIOD (10th Week)

( ) SECOND REPORTING PERIOD (20th Week)

( ) THIRD REPORTING PERIOD (30th Week)

( ) FINAL WEEK OF SCHOOL YEAR

| LEVELS<br>ROOMS | A | B | C | D | E | F | G | H | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| 113 | | | | | | | | | |
| 100 AM | | | | | | | | | |
| 100 PM | | | | | | | | | |
| 104 | | | | | | | | | |
| 103 | | | | | | | | | |
| 105 | | | | | | | | | |
| 102 | | | | | | | | | |
| 104 | | | | | | | | | |
| 101 | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

DATE MAY , 197

## NON-GRADED INSTRUCTIONAL PROGRAM

ROOM ____________

## CLASSROOM ROSTER-READING PROGRESS REPORT

Prepare in triplicate: ORIGINAL TO OFFICE, FIRST COPY TO COORDINATOR, RETAIN SECOND COPY.

Use separate form for boys and girls. Students' names (last name first) are to be posted in descending order, higher levels listed first.

| Student's Name | Chronological Age (Yr-Mo) Projected to Sept. | Year in School | Current Reading Level | Place in Level B-Beginning M-Middle E-End | Sept. Level (Anticipated) | New Room Assignment Sept. |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |
| 16. | | | | | | |
| 17. | | | | | | |
| 18. | | | | | | |
| 19. | | | | | | |
| 20. | | | | | | |

# NON-GRADED INSTRUCTIONAL PROGRAM
# BASAL READING SERIES-UNIT (PRE)TEST RECORD

ROOM________ Holt Basic Reading Series Reading Level ____________________ School Year__________

Teacher__________Non-Graded Program Equivalent Level____________________

| NAME | UNIT NO. | RESPONSES | | UNIT NO. | RESPONSES | | UNIT NO. | RESPONSES | | UNIT NO. | RESPONSES | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | NO. COR. | MAX. SCORE | | NO. COR. | MAX. SCORE | | NO. COR. | MAX. SCORE | | NO. COR. | MAX. SCORE | |
| 1. | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | |
| 13. | | | | | | | | | | | | | |
| 14. | | | | | | | | | | | | | |
| 15. | | | | | | | | | | | | | |

NON-GRADED INSTRUCTIONAL PROGRAM

PUPIL RECORD-BASAL READING SERIES

STUDENT'S NAME________________________ ROOM__________

DATE OF BIRTH________________________

ENTRY INTO PROGRAM INFORMATION

AGE AT DATE OF ENTRY______________ DATE________________ LEVEL________________

| READING ACHIEVEMENT LEVEL | Holt Level | Starting Date | Completion Date | Continue With Unit | Room | Teacher |
|---|---|---|---|---|---|---|
| A READINESS<br>ABOUT ME<br>HEAR, SAY, SEE | 1+2 | | | | | |
| B PRE-PRIMER<br>RHYMES & TALES, BOOKS & GAMES<br>PETS & PEOPLE, CAN YOU IMAGINE | 3-6 | | | | | |
| C PRIMER<br>A PLACE FOR ME | 7 | | | | | |
| D A TIME FOR FRIENDS | 8 | | | | | |
| E PEOPLE NEED PEOPLE | 9 | | | | | |
| F THE WAY OF THE WORLD | 10 | | | | | |
| G NEVER GIVE UP | 11 | | | | | |
| H SPECIAL HAPPENINGS | 12 | | | | | |

DATE________________________

## NON-GRADED INSTRUCTIONAL PROGRAM

### STUDENT TRANSFER INFORMATION

(To be completed for each child transfering from school)

STUDENT'S NAME________________________

AGE ________________________

ROOM ________________________

At time of transfer reading at level________________________

Graded Program Equivalent ________________________

Name of Reading Book ________________________

Publisher ________________________

Page ________________________

The student's performance in reading is considered to be:

- ( ) Superior
- ( ) Excellent
- ( ) Good
- ( ) Fair

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

Mathematics at level ________________________

Graded Program Equivalent ________________________

The student's performance in arithmetic is considered to be:

- ( ) Superior
- ( ) Excellent
- ( ) Good
- ( ) Fair

Prepare in Duplicate
Original to coordinator to
be sent with student's
records.
First copy to office.

________________________
(Teacher)

Bruce E. Troutman
BRUCE E. TROUTMAN, Principal

1974-75 SCHOOL YEAR

Dear Parent:

We know that you are interested in your child's school work. We also know that you are interested in working together with the school to provide the best education possible. For these reasons the staff prepared this information sheet to tell you about the program of learning in which your child will participate during his primary level years in school.

## NON-GRADED INSTRUCTIONAL PROGRAM

### What It Means To Your Child

Non-Graded Instruction is the name of the program of learning which --

________________ helps your child to learn at his own rate of speed

________________ provides for your child's continuous educational growth

________________ provides your child with an opportunity to succeed in his early years in school

________________ assures that your child will develop confidence in his ability to achieve

________________ helps your child to develop a sense of pride in himself and in his accomplishments.

### Levels of Non-Graded Instruction

Your child moves through the areas of reading and arithmetic in blocks of work called levels. Each level contains certain skills and understandings which your child must master. He completes the requirements of these levels at his own rate of speed.

A child who progresses at an average rate usually completes the primary levels in three years. The child who advances more slowly may require four years. Occasionally a child progresses very rapidly and completes the work at all levels in less than three years.

The program also provides for room-to-room movement if necessary during the school year to help insure that your child is continuously working at his proper level.

As your child moves forward in the primary program, he will also work in the areas of science, social studies, language arts, music, art, and physical education.

### Your Child's Progress

Report cards and parent conferences help to keep you informed about your child's progress.

Report cards are issued at regular intervals, usually after the tenth, nineteenth, thirtieth, and thirty-ninth weeks (end of school year). Conferences may be requested by the teacher or by the parent.

1974-75 SCHOOL YEAR

## Your Child's Report Card

Indicates the progress your child is making in his school work.

Indicates his progress in the development of essential social, work, and health habits.

Deserves careful study.

May be discussed with your child's teacher, who will be happy to answer your questions.

Indicates the current level of the student's work.

## Parent-Teacher Conferences

Help you and the teacher become better acquainted.

Provide an opportunity to consult with the school's resource staff--principal, adjustment teacher, teacher-nurse, teacher-librarian, psychologist, speech therapist, counselor.

Provide cooperativeness on the part of parents and teachers for effective mastery learning.

## How You Can Help Your Child

Show your child that you enjoy reading. Have books and magazines in the home.

Read and tell your child simple stories and poems. Help him to learn how to listen.

Show your child pictures in magazines and newspapers and let him name the things he sees. Tell him the names of things he does not know.

Encourage your child to tell you about the things he does at school. Listen to him read or recite.

Keep your child on a regular schedule so that he gets enough sleep, eats properly, and regulates toilet habits.

Encourage your child to play with other children and to share books and toys.

Help your child learn to count by counting objects around the house.

Help him to recognize how objects are alike and different--long coat and short coat, large ball and small ball, light box and heavy box.

Help your child learn the value of coins by helping him count change from the store.

1974-75 SCHOOL YEAR

How You Can Help Your Child (Continued)

Help your child learn to tell time. Help him to recognize the time he wakes up, leaves for school, eats dinner, and goes to bed.

Teach your child to care for books. Let him help you cover the books to protect them. Have a place for him to keep his books. Check to see that he brings his books back to school.

Help your child learn the names of the colors he uses in his coloring books. Show him how to care for his crayons and his books.

Set a time and place for your child to study. Try to provide a quiet place, a place where he will not be disturbed by television or radio programs.

Help your child to learn the meaning of new words. Check his understanding of what he reads by asking him questions or having him tell the story in his own words.

Encourage your child to understand the world around him. Take him to the grocery store, department store, park, library, or other places of interest.

If you would like more information about this program, or if we can assist you in any school related matters, please feel free to visit us at school.

Sincerely,

(Teacher)

Bruce E. Troutman
BRUCE E. TROUTMAN, Principal

Date ______________________

ROOM ______________________

## NON-GRADED PROGRAM OF INSTRUCTION

## STUDENT PROGRESS REPORT

Dear Parent:

Your child, ______________________ is currently working at Level __________. Although he/she has given indication that he/she is capable of working at this level, there has not been satisfactory achievement. Improvement is needed in ______________________________________________

______________________________________________

______________________________________________

In order that we may work together with your child to bring about necessary improvement we are requesting that you come to school on ______________ (Date) at ______________ (Time). If this is inconvenient please indicate the date and time (preferably between 8:30 A.M. and 8:55 A.M.) you will be able to be here.

Sincerely yours,

______________________
(Teacher)

Bruce E. Troutman
BRUCE E. TROUTMAN, Principal

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**PLEASE HAVE YOUR CHILD RETURN THIS PORTION TO HIS/HER TEACHER**

CHECK ON -- Date ______________________

( ) I will be able to meet with you at the date and time suggested.

( ) I will not be able to keep the appointment date as requested, but I can come for a conference on --

______________________ (Day) ______________________ (Date)

______________________
(Parent's Signature)

____________________
(Date)

Dear Parent:

One of the goals of our non-graded instructional program at the primary level is to allow students to progress at their own maximum rate. To accomplish this it is sometimes necessary to place children from level to level and from room to room. In so doing, children are grouped in teaching-learning situations where it is anticipated that they can make the greatest progress.

This communication is to notify you of the following progress change:

____________________
(Student's Name)

____________________ to ____________________
(Former Reading Level) (Current Reading Level)

____________________ ____________________
(Former Room Assignment) (New Room Assignment)

As always, parents are welcome at school and we encourage you to come and discuss your child's educational program and progress with his/her teacher.

Kindly send a note indicating your desire for a meeting, the date, and time (8:30 A.M.-9:00 A.M. or 10:15 A.M.-10:20 A.M.)

Very truly yours,

____________________
(Teacher)

____________________
BRUCE E. TROUTMAN, Principal

Date______________________________

## NON-GRADED INSTRUCTIONAL PROGRAM

## REPORT TO PARENTS OF PUPIL PROGRESS

Dear______________________________:

We are pleased to report that as of this date your child,

________________________________________________________________,

has successfully mastered the objectives for Level________________

in the curriculum area of ________________________________________.

We share with you the pleasure of recognizing your child's accomplishment, and are confident that you will express your pride with ______________________________________________at home.

At this time there will not be a change in room assignment, however, your child will be working with a different group of children. There will be new concepts and materials. Please feel free to visit the classroom and/or schedule a conference in order that we may review progress and acquaint you with the objectives at the new level.

Sincerely,

______________________________
(Teacher)

Bruce E. Troutman
______________________________
BRUCE E. TROUTMAN
Principal

DATE____________________

## PARENT-TEACHER CONFERENCE RECORD

STUDENT'S NAME______________________________

ROOM ______________________________

AGE ______________________________

YEAR IN SCHOOL______________________________

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

| ACHIEVEMENT LEVELS | NOVEMBER | MAY |
|---|---|---|
| READING | ________ | ________ |
| MATH | ________ | ________ |

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

### ANTICIPATED PROGRESS

| AGE | YEAR IN SCHOOL | READING LEVEL | MATH LEVEL |
|---|---|---|---|
| 5-6 | 1 | A B C | A B C |
| 6 | 2 | C D F | D E F |
| 7-8 | 3 | F G H | F G H |
| 8-9 | 4 | H I | H J K |

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

### DISCUSSION AREAS (CHECK)

( ) Program Philosophy

( ) Social and Personal Development

( ) Report of Pupil Progress

( ) Development of Reading Skills (Current Pupil Level)

( ) Development of Math Skills (Current Pupil Level)

( ) Other Curriculum Areas (Indicate) ____________________

( ) Study Habits (Including Homework)

( ) Remediation

( ) Enrichment

( ) Mastery Record Card

## PARENT-TEACHER CONFERENCE RECORD

( ) Growth in Habits and Attitudes

( ) Pupil Effort

( ) Deportment

( ) Health

( ) Attendance

( ) Special Referral

( ) Other ________________________________________

________________________________________

________________________________________

______________________________ ______________________________

(Signature of Parent) (Signature of Teacher)

Prepare in duplicate. Original to parent, second copy for school records.

BEST COPY AVAILABLE

NAME____________________

M F

# BOARD OF EDUCATION - CITY OF CHICAGO
## READING MASTERY RECORD CARD
### CARD I - LEVELS A B C D

PUPIL NAME____________________ ID NUMBER__________

SCHOOL NAME____________________

DATE CARD INITIATED__________ DATE CARD COMPLETED__________

FOR BOXES ADJACENT TO MARGINAL HOLES USE THE FOLLOWING CODE:

☐ SKILL HAS BEEN INTRODUCED ☒ SKILL NEEDS REINFORCEMENT

○ SKILL HAS BEEN MASTERED AND THE MARGINAL HOLE SHOULD BE NOTCHED WITH PUNCH

NOTCHED HOLE INDICATES ATTAINMENT OF SKILL

USE REVERSE OF CARD FOR REMARKS AND MATERIALS USED

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WA - A

☐ TELLS NAME, ADDRESS, AND PHONE NUMBER (AW2)
☐ REPEATS TWO - AND THREE - SYLLABLE WORDS (AW3)
☐ COMPLETES LEFT - TO RIGHT PATTERNS (AW4)
☐ DISCERNS LEFT FROM RIGHT (AW5)
☐ PRODUCES SOUND PATTERNS (AW8)
☐ RECOGNIZES SIZE DIFFERENCES (AW9)
☐ IDENTIFIES POSITION OF OBJECTS: ABOVE/UNDER, NEAR/FAR, IN/ON, UP/DOWN (AW10)
☐ PERCEIVES WORD SOUNDS (AW11)
☐ NAMES UPPER AND LOWER CASE LETTERS (AW13)
☐ IDENTIFIES NUMERALS (AW14)
☐ IDENTIFIES COLORS: RED, YELLOW, BLUE, ORANGE, GREEN, PURPLE, BLACK, BROWN, WHITE (AW15)
☐ NAMES GEOMETRIC SHAPES: SQUARE, TRIANGLE, CIRCLE (AW17)
☐ SUPPLIES MISSING OR DIFFERENT ELEMENTS IN PICTURES ORALLY (AW19)
☐ RESPONDS IN COMPLETE SENTENCES (AW22)
☐ DEMONSTRATES EYE-HAND COORDINATION (AW23)

☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]

SS - A

☐ IDENTIFIES LOCATION OF ITEMS (AS2)
☐ IDENTIFIES BEGINNING OBJECT (AS3)
☐ IDENTIFIES END OBJECT (AS4)
☐ IDENTIFIES MIDDLE OBJECT (AS5)

☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]
☐ [illegible]

WA - B

☐ NAMES CONSONANT IN STATED POSITION (BW20)
☐ IDENTIFIES WORDS USED TO FORM COMPOUND WORDS (BW24)
☐ KNOWS LEVEL B SIGHT WORDS (BW30)

COMP - B

☐ FOLLOWS WRITTEN DIRECTIONS BC1
☐ ARRANGES SENTENCES IN SEQUENCE BC6
☐ IDENTIFIES THE MAIN IDEA [illegible]
☐ UNDERSTANDS SIMPLE SENTENCES [illegible]
☐ IDENTIFIES DETAILS [illegible]
☐ RELATES TO PERSONAL EXPERIENCES BC20
☐ FORMS SENSORY IMAGES BC24
☐ DISTINGUISHES FACT FROM FANTASY BC26

☐ RELATES AUTHOR TO PICTURES
☐ MAKES JUDGMENTS
☐ [illegible]

SS - B

☐ IDENTIFIES TITLE OF A BOOK (BS1)
☐ LOCATES ROOM SECTIONS ON MAP (BS3)
☐ IDENTIFIES ALPHABETICAL ORDER (BS8)
☐ UNDERSTANDS DIRECTIONAL WORDS (BS10)

☐ RECOGNIZES [illegible] PATTERNS
☐ IDENTIFIES [illegible] PICTURES [illegible]
☐ [illegible] POEMS
☐ IDENTIFIES MODERN POEMS
☐ IDENTIFIES SETTINGS IN POEMS
☐ RECOGNIZES [illegible] IN STORIES
☐ IDENTIFIES TRAITS OF STORY CHARACTERS
☐ DISTINGUISHES BETWEEN STORY AND FACTUAL MATERIAL

WA - C

☐ KNOWS TWO-LETTER CONSONANT BLENDS BL CL FL GL PL SL BR CR DR FR GR PR TR (CW7)
☐ USES INFLECTIONAL ENDINGS S, ED, AND ING WITH ROOT WORDS (CW9)
☐ KNOWS CONSONANT DIGRAPHS CH SH TH (CW12)

LIT D

☐ DL11
☐ DL30
☐ DL29
☐ DL27
☐ DL23
☐ DL21
☐ DL20
☐ DL18
☐ DL17
☐ DL16
☐ DL15
☐ DL12
☐ DL5

SS - D

☐ ARRANGES WORDS IN ALPHABETICAL ORDER BY INITIAL LETTERS (DS28)
☐ USES PICTURE DICTIONARY (DS25)
☐ IDENTIFIES INFORMATION ON PICTURE GRAPHS (DS19)
☐ IDENTIFIES INFORMATION FROM ILLUSTRATIONS (DS18)
☐ IDENTIFIES INFORMATION ON CHARTS (DS15)
IDENTIFIES PICTORIAL SYMBOLS DS10 ☐
USES TERMS FOR DISTANCE AND SIZE (DS9) ☐
IDENTIFIES SYMBOLS FOR NATURAL FEATURES (DS8) ☐
IDENTIFIES NORTH AND SOUTH ON MAPS (DS7) ☐
IDENTIFIES WATER AND LAND AREAS (DS5) ☐

COMP - D

UNDERSTANDS [illegible] DC22 ☐
[illegible] DC14 ☐
[illegible] DC16 ☐
FORMS SENSORY IMAGES DC13 ☐
[illegible] MOOD AND [illegible] DC9 ☐
[illegible] DIRECTIONS DC8 ☐
[illegible] DC7 ☐
[illegible] DC4 ☐

WA - D

KNOWS LEVEL D SIGHT WORDS (DW12) ☐
UNDERSTANDS POSSESSIVE NOUN FORMS (DW11) ☐
KNOWS SHORT VOWELS (DW10) ☐

[illegible] CL26 ☐
[illegible] CL25 ☐
[illegible] CL24 ☐
[illegible] CL23 ☐
[illegible] CL20 ☐
[illegible] CL18 ☐
[illegible] CL16 ☐
[illegible] CL15 ☐
[illegible] CL13 ☐
RECOGNIZES WORD FORMS CL8 ☐
[illegible] RHYMING PATTERNS CL5 ☐

SS - C

USES TABLE OF CONTENTS TO LOCATE STORIES (CS17) ☐
LOCATES PICTURES IN PICTURE DICTIONARY (CS4) ☐
IDENTIFIES ALPHABETICAL ORDER (CS1) ☐

COMP - C

SUBSTANTIATES ANSWERS (CC28) ☐
[illegible] BETWEEN FACT [illegible] CC24 ☐
[illegible] CONTRASTS CC21 ☐
FORMS SENSORY IMAGES CC20 ☐
[illegible] ☐
ARRANGES SENTENCES IN SEQUENCE [illegible] ☐
UNDERSTANDS DETAILS (CC9) ☐
COMPREHENDS SENTENCES IN SHORT STORIES (CC6) ☐
UNDERSTANDS SENTENCES CC5 ☐
COMPREHENDS SIMPLE PHRASES (CC4) ☐
UNDERSTANDS WORDS IN CONTEXT (CC2) ☐
FOLLOWS WRITTEN DIRECTIONS (CC1) ☐

WA - C

☐
KNOWS LEVEL C SIGHT WORDS (CW18) ☐
PERCEIVES CONFIGURATION CLUES (CW17) ☐
DISCERNS SIMPLE CONTRACTIONS (CW15) ☐
UNDERSTANDS PLURAL FORM S OR ES (CW13) ☐

NAME________________________

● ☐ DISCERNS HARD AND SOFT SOUNDS OF C, G, AND S SOUND VARIANTS (EW7)
● ☐ KNOWS TWO-LETTER CONSONANT BLENDS BR, CR, DR, FR, GR, PR, TR, CL, SL, ST, SK, SP, SG, SY, SD, SK (EW12)
● ☐ KNOWS PRONUNCIATION OF VOWELS CONTROLLED BY L, R, R (EW16)
● ☐ IDENTIFIES LETTERS REPRESENTING DIPHTHONGS EW, OI, OU, OW, OY (EW19)
● ☐ APPLIES SHORT VOWEL GENERALIZATIONS (EW26)
● ☐ APPLIES LONG VOWEL GENERALIZATIONS (EW27)

W.A.E

● ☐ KNOWS CONSONANT DIGRAPHS WH, SH, PH, NG (EW29)
● ☐ IDENTIFIES VOWEL DIGRAPHS AY, EA, OA, AI, EE, OE (EW36)
● ☐ UNDERSTANDS PLURAL FORMS OF NOUNS ENDING IN Y, E, EY (EW41)

W.A.E

● ☐ STATES INFORMATION GAINED FROM TITLE PAGE (ES1)
● ☐ STATES INFORMATION GAINED FROM TABLE OF CONTENTS (ES3)
● ☐ LOCATES NAMING WORDS IN A PICTURE DICTIONARY (ES5)
● ☐ LOCATES ACTION WORDS IN A PICTURE DICTIONARY (ES6)
● ☐ ALPHABETIZES WORDS ACCORDING TO FIRST LETTER (ES7)
● ☐ CLASSIFIES WORDS ACCORDING TO CATEGORICAL HEADINGS (ES8)
● ☐ SKIMS A SELECTION TO LOCATE INFORMATION (ES10)
● ☐ USES PICTURE MAPS (ES15)
● ☐ IDENTIFIES INFORMATION FROM GLOBES (ES18)

S.E

● ☐ IDENTIFIES INFORMATION ON CALENDARS (ES19)
● ☐ IDENTIFIES INFORMATION ON CHARTS (ES20)

S.S.E

# BOARD OF EDUCATION - CITY OF CHICAGO
# READING MASTERY RECORD CARD
## CARD II - LEVELS E F

PUPIL NAME________________ ID NUMBER________

SCHOOL NAME________________

DATE CARD INITIATED________ DATE CARD COMPLETED________

FOR BOXES ADJACENT TO MARGINAL HOLES USE THE FOLLOWING CODE:

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HIGHER

IDENTIFIES DISTANCE FROM MAP INFORMATION (FS23) ☐ ●
LOCATES DETAILS TO SUPPORT HEADINGS (FS16) ☐ ●
READS INFORMATION ON CHARTS (FS14) ☐ ●
IDENTIFIES INFORMATION FROM PICTURE GRAPHS (FS13) ☐ ●

S.S.F

IDENTIFIES INFORMATION FROM BAR GRAPH (FS12) ☐ ●
SKIMS A READING SELECTION FOR DETAILS (FS11) ☐ ●
SKIMS A PARAGRAPH FOR INFORMATION (FS10) ☐ ●
IDENTIFIES INFORMATION IN TABLE OF CONTENTS (FS6) ☐ ●
IDENTIFIES AUTHORS IN TABLE OF CONTENTS (FS4) ☐ ●
IDENTIFIES SUBTITLES IN TABLE OF CONTENTS (FS3) ☐ ●
LOCATES WORDS IN A DICTIONARY (FS2) ☐ ●
ALPHABETIZES WORDS TO THE SECOND LETTER (FS1) ☐ ●

S.S.F

[illegible] FROM [illegible] ☐ ●
[illegible] (FC26) ☐ ●
[illegible] (FC24) ☐ ●
[illegible] (FC20) ☐ ●
[illegible] (FC17) ☐ ●
[illegible] (FC14) ☐ ●
[illegible] INFERENCES (FC12) ☐ ●
[illegible] MOOD AND TONE (FC10) ☐ ●
[illegible] WRITTEN DIRECTIONS (FC8) ☐ ●
[illegible] SUBORDINATE [illegible] ☐ ●
[illegible] MAIN IDEA ☐ ●

KNOWS LEVEL E AND F SIGHT WORDS (FW26) ☐ ●
UNDERSTANDS WORD PATTERNS ALL, ELL, ILL, OLD, IGH, ILD, IGHT (FW25) ☐ ●
UNDERSTANDS HOMONYMS (FW15) ☐ ●
UNDERSTANDS ANTONYMS (FW14) ☐ ●
UNDERSTANDS SYNONYMS (FW12) ☐ ●
DISCERNS ROOT (BASE) WORDS WITH AFFIXES (FW10) ☐ ●
KNOWS LONG VOWEL SOUNDS (FW7) ☐ ●

W.A.F

RECOGNIZES RHYMING PATTERNS ☐
RECOGNIZES [illegible] IN POETRY ☐
RECOGNIZES [illegible] IN POETRY ☐
IDENTIFIES MOOD IN POETRY ☐
IDENTIFIES SETTING IN POEMS ☐
DESCRIBES PERSONAL REACTION TO POEMS ☐
RECOGNIZES STORY SEQUENCE IN POEMS ☐
RECOGNIZES [illegible] IN STORIES ☐
IDENTIFIES TRAITS OF STORY CHARACTERS ☐
IDENTIFIES MOOD OF STORIES ☐
DISTINGUISHES BETWEEN REALISM AND FANTASY ☐
REACTS TO HUMOR IN STORIES ☐
RECOGNIZES BIOGRAPHY AS LIFE STORY ☐
IDENTIFIES DRAMATIZATION AS A PLAY ☐

# BOARD OF EDUCATION - CITY OF CHICAGO
# READING MASTERY RECORD CARD
## CARD III - LEVELS G H

NAME ____________

PUPIL NAME ____________ ID NUMBER ____________

SCHOOL NAME ____________

DATE CARD INITIATED ____________ DATE CARD COMPLETED ____________

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**WA G**

- ☐ KNOWS THREE-LETTER CONSONANT BLENDS STR, SPR, SPL, SHR, SCU (GW2)
- ☐ KNOWS SILENT LETTERS IN COMBINATIONS BT, KN, GN, WR, MB, IGH, TCH (GW4)
- ☐ KNOWS DIACRITICAL MARKINGS OF SHORT AND LONG VOWELS (GW5)
- ☐ UNDERSTANDS SYLLABICATION (GW14)
- ☐ IDENTIFIES ACCENTED SYLLABLES (GW17)
- ☐ UNDERSTANDS A SCHWA SOUND IN AN UNACCENTED SYLLABLE (GW18)
- ☐
- ☐
- ☐

**COMP G**

- ☐ UNDERSTANDS WORDS IN CONTEXT (GC1)
- ☐ IDENTIFIES THE MAIN IDEA (GC[illegible])
- ☐ IDENTIFIES SUBORDINATE IDEAS (GC[illegible])
- ☐ UNDERSTANDS PHRASES (GC[illegible])
- ☐ UNDERSTANDS COMPLEX SENTENCES (GC[illegible])
- ☐ RELATES TO PERSONAL EXPERIENCES (GC[illegible])
- ☐ FORMS SENSORY IMAGES (GC[illegible])
- ☐ UNDERSTANDS EMOTIONS OF CHARACTERS (GC[illegible])
- ☐ UNDERSTANDS FIGURATIVE LANGUAGE (GC[illegible])
- ☐ MAKES JUDGMENTS (GC[illegible])
- ☐ INFERS MEANING (GC[illegible])
- ☐ DRAWS CONCLUSIONS (GC34)
- ☐ PREDICTS OUTCOMES (GC36)
- ☐
- ☐
- ☐
- ☐
- ☐

**SS G**

- ☐ ALPHABETIZES WORDS TO THIRD LETTER (GS2)
- ☐ UNDERSTANDS GLOSSARY (GS3)
- ☐ UNDERSTANDS COPYRIGHT DATE (GS6)
- ☐ RECOGNIZES STRESSED VOWEL SYMBOLS IN DICTIONARY (GS9)
- ☐ RECOGNIZES VOWEL SYMBOLS IN DICTIONARY (GS12)
- ☐ RECOGNIZES CONSONANT SYMBOLS IN DICTIONARY (GS13)
- ☐ SKIMS TO LOCATE SPECIFIC INFORMATION (GS15)
- ☐ IDENTIFIES INFORMATION IN DIAGRAMS (GS20)
- ☐ MATCHES TITLES WITH PARAGRAPHS (GS21)
- ☐ IDENTIFIES INFORMATION ON GLOBES (GS26)
- ☐ USES MAP COMPASS FOR DIRECTION (GS27)
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

**LIT G**

- ☐ REACTS TO RHYTHM IN POETRY (GL2)
- ☐ IDENTIFIES RHYMING PATTERNS (GL3)
- ☐ RECOGNIZES AND REACTS TO SENSORY IMAGERY (GL4)
- ☐ IDENTIFIES ALLITERATION IN POETRY (GL9)
- ☐ IDENTIFIES MOOD IN POEMS (GL11)
- ☐ IDENTIFIES SETTING IN POEMS (GL12)
- ☐ DESCRIBES PERSONAL REACTION TO POEMS (GL13)
- ☐ RECOGNIZES NARRATIVE ELEMENTS IN POEMS (GL15)
- ☐ IDENTIFIES CHARACTER TRAITS (GL17)
- ☐ DISTINGUISHES BETWEEN REALISM AND FANTASY (GL21)
- ☐ RECOGNIZES HUMOR IN STORIES (GL22)
- ☐ DISTINGUISHES BETWEEN FICTION AND NONFICTION (GL23)
- ☐ IDENTIFIES BIOGRAPHY AS A LIFE STORY (GL24)
- ☐ RECOGNIZES DRAMATIZATION AS A PLAY (GL25)
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

**LIT H**

- ☐ RECOGNIZES DRAMATIZATION AS A PLAY (HL28)
- ☐ IDENTIFIES BIOGRAPHY AS A LIFE STORY (HL27)
- ☐ DISTINGUISHES BETWEEN FICTION AND NONFICTION (HL26)
- ☐ DISTINGUISHES BETWEEN REALISM AND FANTASY (HL24)
- ☐ IDENTIFIES CHARACTER TRAITS (HL21)
- ☐ RECOGNIZES PLOT IN STORIES (HL18)
- ☐ RECOGNIZES NARRATIVE ELEMENTS IN POETRY (HL17)
- ☐ DESCRIBES PERSONAL REACTION TO POEMS (HL15)
- ☐ IDENTIFIES MOOD OF POEMS (HL13)
- ☐ UNDERSTANDS THE CONCEPT OF ONOMATOPOEIA (HL10)
- ☐ IDENTIFIES ALLITERATION IN POETRY (HL8)
- ☐ RECOGNIZES AND REACTS TO SENSORY IMAGERY (HL6)
- ☐ IDENTIFIES RHYMING PATTERNS (HL4)
- ☐ REACTS TO RHYTHM IN POETRY (HL1)
- ☐
- ☐
- ☐
- ☐
- ☐

**HIGHER**

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

**SS H**

- USES DIAGRAMS FOR INFORMATION (HS34) ☐
- USES TIME LINE FOR INFORMATION (HS32) ☐
- USES NON-PICTORIAL KEY ON MAPS (HS29) ☐
- LOCATES PLACES ON MAPS ACCORDING TO DIRECTIONS (HS27) ☐
- EXPLAINS INFORMATION ON GRAPHS (HS21) ☐
- SKIMS MATERIAL FOR INFORMATION (HS19) ☐
- ORGANIZES READING SELECTIONS (HS16) ☐
- USES TITLE PAGE (HS13) ☐
- LOCATES SUBJECTS IN CARD CATALOG (HS8) ☐
- RECOGNIZES GUIDE WORDS (HS5) ☐
- INTERPRETS DICTIONARY PRONUNCIATION (HS4) ☐
- EXPLAINS LETTERS ON SPINE OF ENCYCLOPEDIA (HS1) ☐
- ☐
- ☐
- ☐
- ☐
- ☐

**COMP H**

- DIFFERENTIATES FACT FROM OPINION (HC26) ☐
- MAKES JUDGMENTS (HC23) ☐
- PREDICTS OUTCOMES (HC19) ☐
- DRAWS CONCLUSIONS (HC18) ☐
- UNDERSTANDS CAUSE AND EFFECT (HC15) ☐
- UNDERSTANDS AUTHOR'S TONE AND MOOD (HC10) ☐
- IDENTIFIES SPECIFIC DETAILS (HC7) ☐
- COMPLETES OUTLINES (HC5) ☐
- FOLLOWS STORY PLOT (HC4) ☐
- UNDERSTANDS STORY THEMES (HC1) ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

**WA H**

- KNOWS LEVEL G AND H SIGHT WORDS (HW20) ☐
- USES CONTEXT CLUES (HW19) ☐
- KNOWS PHONIC VARIANT SOUNDS OF EA (SHORT AND LONG) (HW17) ☐
- KNOWS PHONIC VARIANT SOUNDS OF K (HW13) ☐
- KNOWS SUFFIXES ION, WARD, SHIP, SOME, HOOD, LING (HW11) ☐
- KNOWS PREFIXES DIS, MIS, EX, BI, IM, BE, TRI (HW10) ☐
- KNOWS WORD ENDINGS S, ES FOR VERBS (HW9) ☐
- KNOWS WORD ENDINGS ER, EST FOR ADVERBS AND ADJECTIVES (HW7) ☐
- USES POSSESSIVE FORMS (HW5) ☐

NAME ______________________
______________________

**MN A**
- RECITES THE NUMBER NAMES ONE THROUGH TWELVE IN ORDER
- FORMS A SET AND DESCRIBES ITS MEMBERS
- COMPARES NONEQUIVALENT SETS BY VISUAL INSPECTION AND TELLS WHICH SET HAS MORE MEMBERS
- COMPARES EQUIVALENT AND NONEQUIVALENT SETS BY ONE TO ONE MATCHING
- USES VOCABULARY RELATED TO COMPARISON OF SETS
- IDENTIFIES SETS OF ONE THROUGH FOUR OBJECTS; NAMES AND SELECTS THE NUMERAL
- IDENTIFIES A SET HAVING NO MEMBERS; NAMES AND SELECTS THE NUMERAL
- IDENTIFIES ORDINAL NUMBERS

**OWN A**
- JOINS SETS OF OBJECTS TO ILLUSTRATE ADDITION
- SEPARATES SETS OF OBJECTS TOTALING NO MORE THAN FOUR TO ILLUSTRATE SUBTRACTION
- USES VOCABULARY ASSOCIATED WITH ADDITION AND SUBTRACTION SITUATIONS

**RaN A**
- DISTINGUISHES BETWEEN A UNIT WHOLE AND ONE-HALF AND ONE-QUARTER OF A UNIT WHOLE
- USES VOCABULARY ASSOCIATED WITH FRACTIONAL PARTS, ONE-HALF AND ONE QUARTER OF A UNIT WHOLE

**M A**
- IDENTIFIES PENNY, NICKEL, DIME, AND QUARTER
- RELATES TIME SHOWN ON THE CLOCK TO EVENTS OF THE DAY
- ASSOCIATES SPECIAL OCCASIONS AND EVENTS WITH DATES ON THE CALENDAR

**G A**
- IDENTIFIES GEOMETRIC SHAPES: CIRCLE, TRIANGLE, SQUARE, RECTANGLE

**PS A**
- SOLVES VERBAL PROBLEMS RELATING TO SKILLS AND CONCEPTS OF LEVEL A

**MN B**
- IDENTIFIES SETS FIVE THROUGH NINE AND NAMES THE NUMBER
- FORMS A SET WITH ONE MORE OBJECT THAN A GIVEN SET; NAMES THE NUMBER

**OWN B**
- JOINS TWO SETS OF OBJECTS TOTALING NO MORE THAN NINE, AND TELLS THE TOTAL
- REMOVES A NUMBER OF OBJECTS FROM A GIVEN SET, NO MORE THAN NINE, AND TELLS HOW MANY OBJECTS REMAIN
- IDENTIFIES THE NUMERAL FOR EACH OF TWO SETS TO BE ADDED AND THE NUMERAL THAT NAMES THE SUM
- IDENTIFIES THE NUMERAL FOR THE NUMBER OF OBJECTS REMAINING IN A SET WHEN A GIVEN NUMBER OF OBJECTS HAS BEEN REMOVED
- TELLS THE NUMBER OF OBJECTS NEEDED, IF ANY, TO MAKE TWO SETS EQUIVALENT

**RaN B**
- NAMES EACH OF THE CONGRUENT PARTS OF A UNIT WHOLE DIVIDED INTO THIRDS
- IDENTIFIES ONE HALF OF A GIVEN SET OF OBJECTS, TWO OR FOUR OBJECTS, AND NAMES AS ONE-HALF

**M-B**
- IDENTIFIES COMPARATIVE VALUES OF PENNY, NICKEL, AND DIME
- TELLS TIME BY THE HOUR
- RECORDS THE DATES OF SPECIAL OCCASIONS AND EVENTS ON THE CALENDAR
- WORKS WITH NONSTANDARD UNITS RELATED TO LENGTH, HEIGHT, AND SIZE IN INFORMAL SITUATIONS
- IDENTIFIES THE THERMOMETER AS A MEASURING INSTRUMENT

**G-B**
- NAMES THE NUMBER OF SIDES OF A TRIANGLE
- NAMES THE NUMBER OF SIDES OF A QUADRILATERAL
- IDENTIFIES CIRCLES OF VARIOUS SIZES

**PS-B**
- SOLVES VERBAL PROBLEMS RELATING TO SKILLS AND CONCEPTS OF LEVEL B

**PV C**
- ORDERS WHOLE NUMBERS THROUGH 50
- READS AND WRITES NUMERALS 0 THROUGH 50
- IDENTIFIES THE PLACE VALUE OF THE DIGITS IN THE NUMERAL 10
- IDENTIFIES THE PLACE VALUE OF EACH DIGIT IN THE NUMERALS 11 THROUGH 19
- IDENTIFIES THE PLACE VALUE OF EACH DIGIT IN THE NUMERALS 20 THROUGH 50
- RENAMES TWO DIGIT NUMBERS IN EXPANDED NOTATION
- COMPARES THE VALUE OF TWO NUMBERS USING >, <, =

**OWN C**
- WRITES AN ADDITION EQUATION ASSOCIATED WITH THE PHYSICAL REPRESENTATION OF ADDITION
- WRITES A SUBTRACTION EQUATION ASSOCIATED WITH THE PHYSICAL REPRESENTATION OF SUBTRACTION
- NAMES ADDITION FACTS WITH SUMS THROUGH 6
- NAMES CORRESPONDING SUBTRACTION FACTS WITH SUMS THROUGH 6
- COMPLETES AN OPEN SENTENCE FOR ADDITION BY WRITING THE MISSING SUM
- WRITES THE MISSING ADDEND IN AN ADDITION SENTENCE AND IN A SUBTRACTION SENTENCE
- USES THE VERTICAL NOTATION IN SOLVING ADDITION AND SUBTRACTION PROBLEMS
- USES THE COMMUTATIVE PROPERTY IN SOLVING ADDITION PROBLEMS

**RaN C**
- DIVIDES A UNIT WHOLE INTO HALVES; INTO FOURTHS; INTO THIRDS; AND NAMES
- SEPARATES A GROUP OF OBJECTS INTO HALVES, FOURTHS, THIRDS, AND NAMES THE FRACTIONAL PART

**M C**
- USES NONSTANDARD UNITS TO MEASURE LENGTH
- KNOWS VALUE OF PENNY, NICKEL AND DIME IN PENNIES
- TELLS TIME TO THE HALF HOUR
- NAMES THE DAYS OF THE WEEK IN ORDER
- IDENTIFIES DATE GIVING MONTH, DAY, AND YEAR
- COMPARES THE WEIGHT OF TWO OBJECTS BY ESTIMATION

**G C**
- RECOGNIZES THAT THE LENGTH OF THE SIDES OF TRIANGLES MAY DIFFER
- IDENTIFIES RECTANGLES AND SQUARES IN RELATION TO SIDES, CORNERS, AND LENGTH OF SIDES
- IDENTIFIES CIRCLES AS HAVING NO CORNERS AND NO SIDES

**PS C**
- SOLVES VERBAL AND NONVERBAL PROBLEMS RELATING TO THE SKILLS AND CONCEPTS OF LEVEL C

**PV D**
- ORDERS WHOLE NUMBERS 50 THROUGH 99
- READS AND WRITES NUMBERS 50 THROUGH 99
- IDENTIFIES PLACE VALUE OF NUMERALS 50 THROUGH 99
- COMPARES THE VALUE OF TWO NUMBERS 50 THROUGH 99, USING SYMBOLS >, <, =
- RENAMES NUMBERS 50 THROUGH 99 IN EXPANDED NOTATION

**OWN-D**
- GIVES ADDITION FACTS WITH SUMS THROUGH 10 IN ORAL AND WRITTEN FORM
- GIVES RELATED SUBTRACTION FACTS IN ORAL AND WRITTEN FORM
- USES THE COMMUTATIVE PROPERTY FOR ADDITION-SUMS THROUGH 10
- USES THE ASSOCIATIVE PROPERTY FOR ADDITION-SUMS THROUGH 10
- SOLVES ADDITION EQUATIONS-SUMS THROUGH 10
- SOLVES SUBTRACTION EQUATIONS-SUMS THROUGH 10
- SOLVES ADDITION PROBLEMS WITH ZERO AS ONE OF THE ADDENDS
- USES VERTICAL NOTATION IN SOLVING ADDITION PROBLEMS - SUMS THROUGH 10
- USES VERTICAL NOTATION IN SOLVING SUBTRACTION PROBLEMS - SUMS THROUGH 10

**RaN-D**
- DEMONSTRATES THAT TWO-HALVES, THREE-THIRDS, AND FOUR-FOURTHS EQUAL ONE WHOLE

**M-D**
- NAMES THE NUMBER OF HOURS IN A DAY
- NAMES THE NUMBER OF DAYS IN A WEEK
- COMPARES THE LENGTH OF LINE SEGMENTS, USING A STRAIGHT EDGE
- COMPARES THE VALUE OF NICKEL, DIME, AND QUARTER
- TELLS THE DIFFERENCES IN CAPACITY OF CUP, PINT, QUART

**G-D**
- CLASSIFIES THREE - DIMENSIONAL OBJECTS ACCORDING TO SHAPE
- POINTS OUT CORNERS, EDGES, AND FACES OF THREE DIMENSIONAL SHAPES
- DETERMINES CONGRUENCY OF TWO SHAPES

**PS-D**
- SOLVES VERBAL AND NONVERBAL PROBLEMS RELATING TO THE SKILLS AND CONCEPTS OF LEVEL D

## BOARD OF EDUCATION - CITY OF CHICAGO
## MATHEMATICS MASTERY RECORD CARD
## CARD I - LEVELS A B C D

PUPIL NAME ______________________ I D NUMBER ______________________

SCHOOL NAME ______________________

DATE CARD INITIATED ______________________ DATE CARD COMPLETED ______________________

**NOTCHED HOLE INDICATES ATTAINMENT OF SKILL**

**USE REVERSE OF CARD FOR COMMENTS**

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NAME ______________________

______________________

- READS AND WRITES NUMBERS THROUGH 999
- GIVES THE VALUE OF EACH DIGIT IN ANY THREE-PLACE NUMERAL THROUGH 999
- RENAMES NUMBERS THROUGH 999 USING EXPANDED NOTATION
- COMPARES THE VALUE OF TWO NUMBERS THROUGH 999 USING >, <, =
- NAMES ADDITION FACTS WITH SUMS THROUGH 18
- NAMES CORRESPONDING SUBTRACTION FACTS - SUMS THROUGH 18
- ADDS TWO-PLACE NUMBERS WITH NO REGROUPING
- RENAMES TWO-PLACE NUMBERS AS TENS AND ONES
- ADDS TWO-PLACE NUMBERS WITH REGROUPING IN THE ONES PLACE
- SUBTRACTS TWO-PLACE NUMBERS WITH NO REGROUPING
- SUBTRACTS TWO-PLACE NUMBERS WITH REGROUPING IN THE TENS PLACE
- APPLIES THE COMMUTATIVE PROPERTY FOR ADDITION
- APPLIES THE ASSOCIATIVE PROPERTY FOR ADDITION
- ADDS AND SUBTRACTS NUMBERS IN VERTICAL NOTATION
- ADDS USING PATTERNS OF ODD AND EVEN NUMBERS
- DIVIDES AN OBJECT OR GROUP OF OBJECTS INTO CONGRUENT PARTS OTHER THAN HALVES, FOURTHS, AND THIRDS, AND NAMES THE PARTS
- WRITES THE SYMBOLS FOR HALVES, FOURTHS, AND THIRDS
- READS AND WRITES CALENDAR DATES
- NAMES THE NUMBER OF MONTHS IN A YEAR
- PARTICIPATES IN PREPARATION OF A GRAPH
- READS THE THERMOMETER TO THE NEAREST TEN DEGREES
- TELLS TIME TO THE HALF HOUR
- MEASURES OBJECTS WITH A RULER - ENGLISH AND METRIC
- USES LIQUID MEASURES - CUP, PINT, QUART, GALLON
- COMPARES WEIGHTS USING NONSTANDARD UNITS
- ORDERS COINS BY VALUE INCLUDING THE HALF DOLLAR
- COUNTS MONEY WITH SUMS UP TO AND INCLUDING ONE DOLLAR
- IDENTIFIES A DOT AS A REPRESENTATION OF THE IDEA OF A POINT
- KNOWS THAT SOME CURVES ARE STRAIGHT LINES
- DISTINGUISHES BETWEEN MODELS OF OPEN AND CLOSED CURVES
- DISTINGUISHES BETWEEN LINE SEGMENT AND LINE
- SOLVES VERBAL AND NONVERBAL PROBLEMS RELATING TO THE SKILLS AND CONCEPTS OF THIS LEVEL
- NAMES, READS, AND WRITES FOUR-DIGIT NUMBERS
- NAMES, READS, AND WRITES DIFFERENT NAMES FOR THE SAME NUMBER
- READS AND WRITES NUMBER WORDS THROUGH 9999
- GIVES THE VALUE OF THE DIGITS OF ANY FOUR-DIGIT NUMERAL
- WRITES ANY FOUR-DIGIT NUMERAL IN EXPANDED NOTATION
- EXPRESSES ORDER RELATIONSHIP BETWEEN TWO NUMBERS BY USING SYMBOLS >, <, =

PS-H
- SOLVES VERBAL AND NONVERBAL PROBLEMS RELATING TO THE SKILLS AND CONCEPTS OF THIS LEVEL

G-H
- IDENTIFIES RADIUS AND DIAMETER OF A CIRCLE
- CONSTRUCTS A CIRCLE

M-H
- COMBINES COINS TO SHOW TOTAL AMOUNT
- ESTIMATES WEIGHT AND THEN MEASURES
- ESTIMATES CAPACITY AND THEN MEASURES
- ESTIMATES LENGTHS, HEIGHTS, AND DISTANCES AND THEN VERIFIES
- FINDS THE VOLUME
- FINDS THE AREA
- TELLS TIME TO THE MINUTE

RaN-H
- NAMES $\frac{1}{2}$, $\frac{1}{3}$, OR $\frac{1}{4}$ OF A NUMBER
- NAMES EQUIVALENT FRACTIONS FOR $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$

OWN-H
- DIVIDES A THREE-DIGIT NUMBER BY A ONE-DIGIT DIVISOR - NO REMAINDER
- DIVIDES A TWO-DIGIT NUMBER BY A ONE-DIGIT DIVISOR - NO REMAINDER
- USES THE DISTRIBUTIVE PROPERTY FOR MULTIPLICATION
- MULTIPLIES A TWO-DIGIT NUMBER BY A ONE-DIGIT NUMBER, REGROUPING IN THE ONES PLACE
- APPLIES THE ASSOCIATIVE PROPERTY FOR ADDITION
- APPLIES THE COMMUTATIVE PROPERTY FOR ADDITION

# BOARD OF EDUCATION - CITY OF CHICAGO
# MATHEMATICS MASTERY RECORD CARD
## CARD II - LEVELS E F G H

PUPIL NAME ______________________ I D NUMBER ______________________

SCHOOL NAME ______________________

DATE CARD INITIATED ______________________ DATE CARD COMPLETED ______________________

NOTCHED HOLE INDICATES ATTAINMENT OF SKILL

USE REVERSE OF CARD FOR COMMENTS

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H61795ER

OWN-H
- SUBTRACTS FIVE-DIGIT NUMBERS WITH REGROUPING
- ADDS FOUR-DIGIT NUMBERS INCLUDING REGROUPING IN THE THOUSANDS PLACE

PV-H
- RENAMES NUMBERS WITH MORE THAN FIVE DIGITS USING EXPANDED NOTATION
- IDENTIFIES THE PLACE VALUE OF EACH DIGIT IN A NUMERAL BEYOND FIVE DIGITS
- NAMES, READS, AND WRITES DIFFERENT NAMES FOR NUMERALS BEYOND FIVE DIGITS
- WRITES THE NUMBER WORDS FOR NUMBERS BEYOND FIVE DIGITS
- NAMES, READS, AND WRITES NUMERALS WITH MORE THAN FIVE DIGITS

PS-G
- SOLVES VERBAL AND NONVERBAL PROBLEMS RELATING TO THE SKILLS AND CONCEPTS OF THIS LEVEL

- IDENTIFIES RIGHT ANGLES
- IDENTIFIES AN ANGLE
- IDENTIFIES A RAY
- FINDS PERIMETER
- MEASURES THE CIRCUMFERENCE OF A CIRCLE
- MEASURES AND RECORDS WEIGHT IN ENGLISH AND METRIC UNITS
- MEASURES AND RECORDS LENGTH IN ENGLISH AND METRIC UNITS
- READS AND RECORDS TIME TO THE NEAREST FIVE-MINUTE INTERVAL
- PARTITIONS SETS OF OBJECTS TO SHOW EQUIVALENCE: HALVES, FOURTHS, EIGHTHS
- IDENTIFIES AND NAMES EQUIVALENT FRACTIONS: HALVES, FOURTHS, AND EIGHTHS
- APPLIES THE ASSOCIATIVE PROPERTY FOR MULTIPLICATION
- APPLIES THE COMMUTATIVE PROPERTY FOR ADDITION
- USES AN EXPONENT IN EXPRESSING A NUMBER SQUARED
- SOLVES RELATED DIVISION EQUATIONS
- SOLVES MULTIPLICATION PROBLEMS USING VERTICAL NOTATION
- SOLVES MULTIPLICATION EQUATIONS - PRODUCTS THROUGH 81
- NAMES AND WRITES RELATED DIVISION FACTS
- MEASURES OBJECTS WITH A RULER ENGLISH AND METRIC
- SUBTRACTS TWO FOUR-DIGIT NUMBERS INCLUDING REGROUPING IN THE THOUSANDS PLACE
- APPLIES THE COMMUTATIVE PROPERTY FOR MULTIPLICATION
- APPLIES THE ASSOCIATIVE PROPERTY FOR ADDITION
- ADDS THREE OR MORE THREE-DIGIT NUMBERS
- ADDS TWO THREE-DIGIT NUMBERS INCLUDING REGROUPING IN THE HUNDREDS PLACE
- RENAMES A FIVE-DIGIT NUMBER USING EXPANDED NOTATION
- NAMES, READS, AND WRITES DIFFERENT NAMES FOR A FIVE-DIGIT NUMERAL
- IDENTIFIES THE PLACE VALUE OF EACH DIGIT IN ANY FIVE-DIGIT NUMERAL
- WRITES THE NUMBER WORDS FOR ANY FIVE-DIGIT NUMBER
- NAMES, READS, AND WRITES ANY FIVE-DIGIT NUMERAL

PS-F
- SOLVES VERBAL AND NONVERBAL PROBLEMS RELATING TO THE SKILLS AND CONCEPTS OF THIS LEVEL

G-F
- FINDS PERIMETER
- CLASSIFIES POLYGONS ACCORDING TO NUMBER OF SIDES AND NAMES
- NAMES THE NUMBER OF LINE SEGMENTS OF A GIVEN SHAPE

M-F
- NAMES THE NUMBER OF OBJECTS IN A PAIR, IN A DOZEN, AND IN A HALF-DOZEN
- NAMES THE TOTAL NUMBER OF DAYS IN ANY MONTH
- MAKES CHANGE FROM A DOLLAR
- IDENTIFIES THE DIFFERENCE IN THE CAPACITY BETWEEN PINTS AND QUARTS
- IDENTIFIES THE NUMBER OF CUPS IN A PINT, PINTS IN A QUART, AND QUARTS IN A GALLON

PS-E

PV-F
- ADDS THREE-PLACE NUMBERS WITH REGROUPING IN TENS PLACE
- SUBTRACTS THREE-PLACE NUMBERS WITH REGROUPING IN HUNDREDS PLACE
- DEMONSTRATES DIVISION AS THE INVERSE OF MULTIPLICATION

OWN-F
- DIVIDES - DIVISION FACTS CORRESPONDING TO MULTIPLICATION FACTS WITH PRODUCTS THROUGH 45
- SOLVES AN EQUATION IN WHICH ZERO IS A FACTOR
- SOLVES A MULTIPLICATION PROBLEM WITH ONE AS THE IDENTITY ELEMENT
- APPLIES THE COMMUTATIVE PROPERTY FOR MULTIPLICATION
- APPLIES THE ASSOCIATIVE PROPERTY FOR MULTIPLICATION
- SOLVES A MULTIPLICATION EQUATION - PRODUCTS THROUGH 45
- SOLVES A RELATED DIVISION EQUATION BY GIVING THE MISSING FACTOR - PRODUCTS THROUGH 45
- USES THE VOCABULARY RELATED TO THE OPERATIONS OF MULTIPLICATION AND DIVISION

RaN-F
- RECOGNIZES $\frac{1}{3}$ AND $\frac{1}{4}$ OF A UNIT WHOLE
- RECOGNIZES $\frac{1}{3}$ AND $\frac{1}{4}$ OF A GROUP OF OBJECTS

M-F
- TELLS TIME TO THE QUARTER HOUR
- TELLS TIME TO THE NEAREST FIVE MINUTES
- MEASURES LENGTH, WIDTH, AND HEIGHT TO THE NEAREST INCH AND DECIMETER USING ENGLISH AND METRIC UNITS

## REVIEW OF THE LITERATURE

Preliminary practicum activity necessarily included a review of literature dealing with traditional elementary school organizations, rationale for change, and various designs for program modification.

In recent years much of the literature, and some of the action taken in public schools, was concerned with, and resulted from, increasing knowledge about individual differences among students. Literature indicates that the non-graded school was proposed as a plan for taking into account the enormous range of ability and attainment in a class group. Recognition of individual differences and concern for individualizing progress also characterized recommendations for instructional improvement.

One of our problems, perhaps a bit oversimplified, in attempting to gain more knowledge as to how we were really functioning, was that there was little call to examine existing traditional and timeworn views and approaches to education. Smug satisfaction resulted in little probing or inquiring regarding the instructional program and/or the performance of staff. There really was no catalyst to serve in bringing about program modification. Generally, we had been giving only lip service to the need for more stimulating subject matter, a greater latitude in the use and selection of instructional materials, individualization of teaching and learning, and providing a program which would facilitate proper pupil progression. Our collective review of the literature reduced much of that apathy.

The literature review found various staff members, and in particular the librarian, team leaders, and the coordinator, sharing highlights and summaries of many books and periodical articles. Our early efforts included the giving of attention to literature dealing with various principles of learning, and observations of what was taking place in classrooms.

Holt,[5] in his summary of his book, How Children Fail, came to the conclusion that, "children feel that school is a dull place where they spend most of their time doing dull things in a dull way. Before long they are deeply settled in a rut of unintelligent behavior from which most of them could not escape even if they wanted to." He further concluded that "school tends to be a dishonest as well as a nervous place. We adults are not often honest with children, least of all in school. We tell them, not what we think, but what we feel they ought to think; or what other people feel or tell us they ought to think." Holt implied that teachers destroy most of the intellectual and creative capacity of students by the things they are doing to them or through the behavior of teachers in making children do certain things.

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[5] Holt, John C., How Children Fail, (New York: Pitman, 1964), p.170.

In his later book, How Children Learn, Holt[6] expressed the opinion that teachers who consistently do everything well may not always be good examples for their pupils; that sometimes children feel that since they can never hope to be as good as their teachers, that there is little use in even trying.

Relative to the teaching of reading, Holt sees the obsession of schools with timetables as absolutely needless and foolish. He feels that the teachers' assumption that reading is so difficult is the underlying reason that so many children have so much trouble with it, and that schools are so symbol minded that they do not give sufficient time to other forms of expression.

Goodlad and Klein, in their investigation and analysis of schools and classrooms, developed a checklist of reasonable expectations for schools which generated much staff interest and discussion relative to how our then current graded organization was meeting these expectations.

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[6] Holt, John C., How Children Learn, (New York: Pitman, 1967), p.88

> First, classroom practices would be guided by rather clearly discernible educational objectives which, in turn, would reflect larger school-wide and system-wide agreement on school function.
>
> Second, it seems reasonable to assume that classroom instruction, particularly in the early years, would be guided by emphasis on "learning how to learn."
>
> Third, one might well expect that the subject matter employed to teach children how to learn would evidence considerable intrinsic appeal for these pupils.
>
> Fourth, and closely related to the preceding expectation, one might assume with confidence that "the golden age of instructional materials" is almost everywhere evident in the schools.
>
> Fifth, one would expect today's schools to pay considerable attention to and make substantial provision for individual differences among students.
>
> Sixth, one might expect today's teachers to make rather substantial use of basic principles of learning and instruction.
>
> Seventh, very closely related to the sixth expectation, one might expect today's classrooms to be laboratories in group dynamics and productive human interaction.
>
> Eighth, one would expect to find flexible standards of evaluation, with increasing attention to the actual performance of children, rather than comparison with grade, age, or group norms.

> Ninth, one would expect to find comparable flexibility in determining both the appropriate settings for learning and the most appropriate persons to participate in instructional activities.
>
> Tenth, one might reasonably expect to find the traditional reading and listening activities of the primary years considerably expanded and enriched, not only by more vibrant attention to mathematics, but also by considerable attention to the natural and social sciences and, perhaps, to a lesser degree, the arts.[7]

The same writers[8] posed pertinent questions relative to on-going instructional activity in the classroom and ceilings and floors of expectancy. They concluded that almost all of the sixty-seven elementary schools observed in their study pursued a course of uniform blandness regardless of the pupil population and school setting, and that the system is geared to self-preservation, not to self-renewal. They further indicated a belief that the single school, with its principal, teachers, children, and parents, is the largest organic structure for educational change, and that all the rest is superstructure. One of their significant conclusions was that "the school seeking to change in more than peripheral ways moves down an uncertain, hazardous path. Yet it is a path which must be trod."

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[7] Goodlad, John I., and Klein, M. Frances, Behind The Classroom Door, (Worthington, Ohio: Charles A. Jones Publishing Company, 1970), pp. 12 - 18.

[8] Ibid., p.32.

Heather[9] saw a description of today's elementary schools which said that they are child-centered as a considerable distortion of the facts. He feels that they are more accurately described as teacher-centered, group-centered, and fact-centered.

Staff response to our early review of the literature was predictably inconsistent. Observations and criticisms of writers in the field hit close to home. We had some teachers defending past and current practices, and in some cases denying that our program, our philosophy, or approach to the everyday job of teaching in the classroom was in any way related to what had been described in the literature. Even as we attempted to consider Goodlad's expectations in light of our situation some teachers maintained that the status quo had been satisfactory in the past, and that change or innovation usually just passed away if sufficiently ignored. History is probably on the side of those teachers who espoused such views, but fortunately other staff members began to give serious consideration to the shortcomings of the grade organization, and the implication for needed improvement.

The literature indicates that creative, dedicated, and strong administative leadership is essential in the change process. Five case studies in Miller's[10] book (Edson and Pattyson, Radcliffe, Corswell, Wilkie, and Chadwick and Anderson) all point out that such leadership is essential to the success of attempted change in educational programs. As part of the planned activity of the administration it was my intention first to focus in on literature which dealt with observation and evaluation of what was taking place in typical classrooms in typical schools. I then planned that we consider literature pertaining to an alternative organization, namely a non-graded scheme.

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[9] Miller, Richard I., (Ed.), Perspectives on Educational Change, (New York: Appleton, Century-Crofts; 1967), p.21.

Staff was generally able to accept the fact that the literature aptly described or defined our school (prior to practicum) as graded. Pupils were being classified according to their progress in scholarship as compared with a course of study divided into grades, with children of the same or similar degree of achievement being grouped in the same class. Teachers agreed that there were certain advantages to the graded system, such as those enumerated by Hillson:

A graded system

- economizes the labor of instruction
- reduces the cost of instruction

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[10] Ibid., pp. 185, 213, 228, 253, 278.

- facilitates good government and discipline
- makes easier the inciting of competition among students[11]

There were expressed by some staff members many questions regarding these alleged advantages. Discussions ensued regarding the lack of uniformity relative to students potential for equal attainment, mental capacity, equal vigor, equal environment outside of school, and even the inequalities which might be demonstrated by teachers of differing abilities. The review of the literature even contributed to questioning whether or not the graded system was too restrictive, for it prescribes a great deal of what is to be done, and leaves little leeway for teachers to exercise judgement and, in some cases, individual skill.

Howard and Bardwell[12] write that progress in graded schools is impeded by rigid organizational patterns, rigid curricula, rigid buildings, and rigid people. They express the view that most schools are organized for administrative convenience, and that they are schools for teaching rather than schools for learning. They identify

[11] Hillson, Maurie (Ed.). Change and Innovation in Elementary School Organization, (New York: Holt, Rinehart and Winston, 1965), p.5.

[12] Howard, Eugene R., and Bardwell, Roger W., How to Organize a Non-Graded School, (Englewood Cliffs, N.J.: Prentice Hall, 1966), p.7.

many false assumptions regarding the learning process:

- that most students at a given age learn at the same rate
- that the same subject matter content is equally appropriate for everyone in the class
- that there is a group size equally appropriate for most learning experiences
- that the self contained classroom with one teacher can provide equally appropriate physical and psychological environments
- that students can generally be coerced into learning something worthwhile
- that significant curriculum change and development can take place without a change in school organization[13]

Goodlad[14] suggests that there are two major generalizations which describe pupil realities with which primary teachers must deal; that the initial spread among pupils in intellectual readiness to learn grows still greater as children advance through the second year of school, and that the spread in achievement in the various subject areas also grows greater, closely approximating the spread in mental age. These realities obviously belie the aforementioned assumptions. Goodlad extends the range of pupil mental age and achievement, and suggests that by fourth grade in a graded program there is a difference or range of four years, five years in the fifth grade, and so on up the ladder.

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[13] Ibid., p.12.

[14] Goodlad, John I., The Nongraded Elementary School, (New York: Harcourt, Brace, and World, 1963), p.9

The views and findings revealed in the review of the literature provided staff with ample opportunity to question the grade organization. Some teachers began to carefully look at our local situation and became actively involved in discussions relative to the adequacy of past organization and practice. Nonpromotion had been the method of dealing with a child who had exhibited poor effort or achievement. Goodlad's[15] conclusion that at all grade levels promoted low achievers generally do better in school work than their nonpromoted counterparts elicited lively dialogue between teachers, and some differing opinions began to emerge.

When we began exploring literature which would provide information about ungraded programs we invariably found agreement regarding the shortcomings of graded organizations. Rollins[16] indicated that graded schools tend to inhibit the development of independent individuals, that they perpetuate notions of conformity, and that they tend to establish patterns of rigidity.

[15] Ibid., p.35

[16] Rollins, Sidney P., Developing Nongraded Schools, (Itasca, Illinois: Peacock Publishers, Inc., 1968), p.4

At the point in time when it was determined that we would commit our effort to developing and implementing a non-graded program in the primary grades, we set about the task of planning for pupil groupings. Dufay identified the following general requirements:

- the identification of each child's level of readiness for reading instruction
- the identification of other factors which, if present, would influence grouping
- the identification of each pupils reading instructional level
- the assignment of pupils to class according to established criteria
- the assignment of teachers to classes[17]

Hillson identifies some of the claims made for the kinds of groupings which are found in an ungraded school:

- each child is challenged at his own level and therefore has a real chance to succeed
- teachers are able to care more adequately for all individuals since the total range of the class is somewhat reduced
- average and slow students have a chance to become leaders in their own groups
- children naturally make friends with others of similar intellectual ability
- children compete with their own records
- children are happier without worry about promotion

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[17] Dufay, Frank R., Ungrading the Elementary School (West Nyack, New York: Parker Publishing Company, 1966), p.38

- there are no gaps in instruction because grades are not skipped
- the system is well adapted to lags and spurts
- discipline problems may be reduced because of less boredom[18]

Even the new groupings, if and when they actually become a reality, are not the panacea, for as we proceeded with the identification of levels and the children who would make subsequent entry, we found a need for a better understanding of desirable progressions in the development of skills and concepts. Goodlad and Anderson[19] expressed the view that if levels are used that they should be part of the diagnostic proficiency of the teachers, and not as hurdles comparable to the grades they presumably replaced.

Hillson and Bongo[20] stressed the collaborative teamwork of teachers and saw it essential for non-graded program development. They feel that teaming liberates teachers to a greater degree of flexibility, and that they can become decision makers in developing goals and strategies of teaching for the non-graded program. They saw vertical teaming as perhaps the most functional vehicle for program implementation. Their suggestions and schema had influence on some of the plans local school devised for our organizational changes.

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[18] Hillson, op. cit., p.50

[19] Goodlad, John I., and Anderson, Robert H. "Educational Practices in Nongraded Schools," Elementary School Journal, Vol. LXII (October, 1962) p.35

[20] Hillson, Maurie, and Bongo, Joseph, Continuous Progress Education (Palo Alto, California: Science Research Associates, 1971), p.58

An important aspect of the literature review was a search for information about achievement outcomes for pupils in non-graded schools. One of the stated objectives for the practicum indicated an anticipated equaling or surpassing of pupil achievement gains during the practicum period, as contrasted to a similar period. Staff felt that to be a reasonable expectation in light of the findings in the literature. The statement from Hillson, Jones, Moore, and VanDevender, made in their conclusions following a controlled experiment evaluating the effects of non-graded organization on pupil achievement, reflects the usually positive findings of other research.

"Generally it can be concluded that pupils participating in a non-graded primary organization (all other things being equal) will achieve at a significantly higher level on measures of reading than will pupils participating in a graded organization. Further, it is concluded that the increased achievement of the participants in the non-graded primary program is primarily related to organizational structure when methods of teaching are held constant."[21]

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[21] Hillson, Maurie, Jones, J. Charles, Moore, William J., and VanDevender, Frank, "A Controlled Experiment Evaluating the Effects of a Non-Graded Organization on Pupil Achievement," The Journal of Educational Research, Vol. LVII (August, 1974), p.550

I believe that our review of the literature was a very important component of staff practicum endeavor. Information derived from the literature had an impact upon staff assessment of the pre-existing graded organization, attitudes toward non-graded programs, and our effort as we developed and implemented our program at the primary levels.

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